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ABSTRACT

This study was designed to provide the Palm Beach County School District with an independent evaluation of the educational program for kindergarten through grade three. Chapter 1 discusses the study design and methodology. Chapter 2 reviews current literature on such topics as nonpromotion and delayed entry; screening, assessment, and placement decisions; parent involvement; school schedules, structures, and characteristics; and program descriptions and directions for school improvement. Chapter 3 examines the kindergarten through grade three program in Palm Beach County. This chapter includes descriptions of the organization and funding of such programs and the components of the current programs; an analysis of the original data collection for the current study; and the results of the study. Chapter 4 discusses recommendations for program improvement. Seven appendixes provide: (1) procedures for school visits by evaluators; (2) correspondence and surveys used with principals, teachers, and parents, along with results; (3) correspondence and surveys for students, along with results; (4) a pamphlet on appropriate education for primary grades; (5) a list of school district documents reviewed; (6) a description of model primary programs; and (7) a report on the extended school concept. Twenty-five resource persons in Florida are provided, with addresses. Exemplary programs in six Florida counties are listed. (Contains 32 annotated print citations.)

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A STUDY OF THE EDUCATIONAL PROGRAM FOR KINDERGARTEN THROUGH GRADE 3 FOR THE SCHOOL BOARD OF PALM BEACH COUNTY

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A STUDY OF THE EDUCATIONAL PROGRAM FOR KINDERGARTEN THROUGH GRADE 3 FOR THE SCHOOL BOARD OF PALM BEACH COUNTY

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CHAPTER 1

Study Design and Methodology

CHAPTER 1

Study Design and Methodology

1.1 Study Background

The School Board of Palm Beach requested a study of the District's educational program for kindergarten through grade three (K-3), a program developed in compliance with the 1980 Florida Primary Education Program (PREP) legislation directing each school district to develop a comprehensive and prescriptive K-3 program. The request for this study focused upon PREP screening and assessment, instructional materials and strategies, staffing, and parent involvement issues that directly affect the District's success in meeting the wide range of talents, experiences, and needs of individual students.

MGT of America, Inc., designed and implemented a plan in consultation with the Palm Beach County School District to study the K-3 educational program, to review and report current research findings, to compare the status of the K-3 program with the research findings, and to formulate short-term and long-term recommendations for program improvement.

The Palm Beach K-3 program, in compliance with PREP (230.2312 Florida Statutes), addresses the early critical years and provides for appropriate opportunities that meet the unique needs, talents, interests, and abilities of each student.

The major components of PREP are summarized as follows:

- requires DOE approval of plan and amendments
- includes kindergarten through third grade
- authorizes categorical funding/FTE
- requires reduced class size
- requires the fulfillment of the primary specialist's identified responsibilities at the school level

- specifies a role definition and identifies a set of required competencies for persons serving as the primary specialist
- requires educational screening for all students new in the program prior to the end of their 8th week of enrollment
- requires educational screening in at least seven areas:
    - pre-reading readiness
    - pre-computation
    - auditory discrimination
    - auditory perception
    - visual discrimination
    - kinesthetic skills
    - motor skills
- identifies the classroom teacher as the primary screening agent
- requires the principal's final approval for assessment
- requires the assignment of developmental, preventive, or enrichment strategies to each student
- requires written instructional plans for individual students receiving preventive strategies, which include:
    - statement of student problem
    - strategies for correcting the problem
    - projected time before redesigning the student's program
- requires satisfactory attainment of minimum performance standards at third grade (SSAT-I)
- authorizes staff development funds to be used to increase parent involvement in the learning process
- permits summer school for students receiving preventive strategies.

The Department of Education (DOE) regulates the implementation of PREP in all school districts by:

- approving the initial district PREP plan and subsequent amendments proposed by the districts
- conducting periodic on-site program audits in the school districts
- requiring and reporting the test results on the SSAT-I for third graders.

Department of Education program audits of the PREP component in a school district require no more than three pieces of paperwork for each student. The PREP student record must contain:

- a student profile developed as a result of screening within the first 8 weeks of each student's enrollment
- a written instructional plan only for students assigned to the preventive strategy
- a written referral from a teacher if additional assessment is recommended.

The components of the instructional program defined in the PREP plan for the Palm Beach School District include:

- A foundation skills program to develop visual discrimination, visual memory, auditory discrimination, auditory memory, and foundation language skills
- a kindergarten readiness program that provides ease of transition to first grade experiences
- a manipulative program for developing mathematics processes for kindergarten and first grade
- parent involvement materials for math, communication, and health-related issues
- a systematic approach to developmental instruction (SADI) in kindergarten to develop pre-reading, pre-math, and central processing skills with preventive, developmental, or enrichment strategies
- strategy assignment to provide varied short-term assignments based on the identified needs and weakness of students
- a program kit to provide strategies to reinforce all areas of the kindergarten program.

The primary goal of this comprehensive program, with its on-going amendments and refinements, is to more fully meet the unique needs, talents, interests and abilities of each student.

Although SADI applies to the programs designated as "prekindergarten," "kindergarten," and "K-1 transitional," the unified curriculum effort also extends to other grades. A common set of objectives has been written for each grade level along with core reading and math materials. This unified curriculum effort eases the transition when a child moves from one school to another.

The K-3 programs in the Palm Beach School District include basic programs and special practices and programs as follows.

Basic Programs	Special Practices/Programs
Kindergarten	Junior Kindergarten
Grades 1-3	K-1 Transitional
	Retention in K-3
	Summer School
	Exceptional Student Education
	Chapter I (All Day Basic Skills)
	English as a Second Language

1.2 Purpose of the Study

The purpose of the study was to provide the Palm Beach County School District with an independent evaluation of the educational program for kindergarten through grade three and to provide related short-term and long-term recommendations for program improvement. The study has accomplished the following activities:

- an evaluation of the status of the current program in kindergarten through grade three
- a national review of current literature and research findings regarding educational programs for kindergarten through grade three
- recommendations for program improvement, where the need is indicated, based on findings of the status of the current program, and where supported by the literature and research findings

- identification and description of exemplary programs used in other school systems.

The study also has been conducted within the context of the operational values of the Palm Beach School Board as defined in the RFP.

- To provide an educational program that meets the diversity of the student enrollment.
- To make use of current research findings and professional expertise in the design of educational programs.
- To make program changes when need is indicated.

1.3 Methodology for the Study

Our approach for the study included six distinct program evaluation activities conducted by highly experienced MGT professionals assisted by a technical advisory team comprised of national and state experts in early childhood education. The major activities and methodology of the study are summarized below. Detailed analyses, research, findings and recommendations are presented in subsequent chapters of this report.

Collection and Review of Program Information and Data. To obtain a thorough understanding of the Palm Beach School District K-3 program, the project team spent two full days with the district director and staff of elementary education, federal programs, guidance and student services, exceptional student services, information management, research and evaluation, and finance. Extensive information was obtained through interviews and collection of documents. Following this information collection activity, a list of all program descriptions and information was sent to the district project manager to verify that we had not missed any important background information for the study.

We also collected and analyzed current performance on three groups of students:

- current first grade students who had previously been enrolled in a Junior Kindergarten program versus current first graders who did not have the Junior Kindergarten experience
- current second grade students who had previously been enrolled in a K-1 Transitional program versus current second graders who did not have the K-1 Transitional program experience
- current third grades who had been retained one or more time versus current third graders who were never retained.

To collect this performance data we designed a data form (shown in Appendix C) and instructed all elementary school principals to arrange to have the forms completed and returned to the Palm Beach Director of Elementary Education by April 5, 1990. We also obtained 1989 Statewide Assessment (SSAT-I) results on the sample of current third graders for whom we received completed data forms.

Interviews with District and School Level Administrators, Specialists, and Teachers. To clarify program objectives, practices and outcomes, we interviewed the executive director, the curriculum specialist, two board members, the superintendent, associate superintendent for instruction and nine other district and area administrators and specialists. In addition, we completed on-site visits including interviews of principals, primary resource teachers, guidance counselors, and randomly selected teachers for junior kindergarten, K-1 transitional, K-3, Chapter 1, exceptional student education, ESOL (English and a Second Language), and migrant programs for a half day in each of fourteen elementary schools (two schools in each of the seven areas of the school district). Our on-site visits also included observation of classroom environments and instructional practices in each of these schools. Selected schools included one serving a high percentage and one serving a low percentage of free and reduced price lunch participants in each area. Appendix A contains a copy of the guide for school visits used by the MGT team.

Review of Literature and Research. We conducted a national review of the literature and research on early childhood education to focus on research issues suggested in the Request for Proposals and relate them to the investigative issues in the study. We also conducted a search for effective K-3 programs that could be referred to Palm Beach officials for more in-depth review. Exhibit 1-1 illustrates the related issues that we used to guide our identification and selection of research included in Chapter 2 of this report. The major sources that we used to obtain literature and research were:

- the ERIC National Clearinghouse on Elementary and Early Childhood Education
- the Center on Evaluation, Development and Research, Phi Delta Kappa
- American Educational Research Association Conference Programs, 1986-89
- the National Association of State Boards of Education Task Force on Early Childhood Education
- the Association for Childhood Education International
- the National Association for the Education of Young Children
- the Association for Supervision and Curriculum Development
- the National Dissemination Study Group
- referrals from members of our technical advisory team
- information and referrals from early childhood professionals in the Florida Department of Education and the school districts of Broward, Hillsborough, Duval, Orange, Polk, Brevard, Lee, Pasco, and Okaloosa Counties

We conducted and reviewed approximately 150 research papers and program documents. A complete report on the review of literature and research follows in Chapter 2 of this report. A complete bibliography can be found at the end of Chapter 2.

EXHIBIT 1-1

RELATIONSHIP OF REVIEW OF LITERATURE AND RESEARCH TO FOCUS OF DATA RESEARCH AND INVESTIGATIONS

	SAMPLE RELATED LITERATURE AND RESEARCH ISSUES (RFP SECTION 35.1)*										
FOCUS OF DATA RESEARCH AND INVESTIGATION	School Organizational Patterns	Classroom Organizational Structure	Retained Student/Future Dropout	Length of School Day	Length of School Year	Parental Involvement Program	Comprehensive Plans for Educating "At Risk" Students	Instructional Strategies	Student/ Teacher Ratio	Basic Subjects K-3	Enrichment Program K-3
Effectiveness of PREP screening.			X			X	X		X	X	X
PREP referrals to ESE.	X	X	X			X	X	X	X		
Role of Primary Resource Teacher.	X	X	X				X	X	X	X	X
Instructional program effectiveness RE: learning problems.	X	X	X	X	X		X	X	X	X	X
Need for "at risk" teaching strategies.		X	X	X	X	X	X	X	X	X	X
Need for "at risk" instructional materials.		X	X				X	X		X	
Use of "preventive strategies.		X	X	X	X	X	X	X	X	X	X
Use of "enrichment" strategies.		X	X	X	X	X	X	X	X	X	X
Performance impact of K-1 Transitional Program.	X	X	X	X		X	X	X	X	X	X
Performance impact of Junior Kindergarten Program.	X	X	X			X	X	X	X	X	X
Effectiveness of summer school attendance.	X		X	X	X	X	X	X			X
Performance impact of grade retention in K-3.	X	X	X	X	X	X		X	X	X	X
Parental expectations RE: retained students in Grade 3.			X	X		X			X	X	
School involvement RE: retained students.	X		X			X	X		X	X	X

---

* Additional topics related to successful educational programs for Kindergarten through Grade 3 will aslo be reviewed concerning the focus of the data research and investigation (e.g., assessment of young children).

Surveys of School-Level Personnel and of a Selected Sample of Parents. In addition to collecting and analyzing existing information available from the district, we collected and analyzed a substantial amount of new data during this study. Exhibit 1-2 summarizes the major investigative issues and the target groups surveyed for each of the issues.

On March 30, we arranged for the principals of all elementary schools to distribute surveys to all teachers in grades K-3 and to all PRTs. Each principal also received a survey to complete. Appendix B contains a copy of the instructions given to principals regarding distribution of surveys.

We also mailed surveys directly to the homes of a selected sample of parents using mailing labels supplied by the district. The parents we surveyed were a random sample of about one-fifth of the parents of current third grade students who had been retained in one or more grades in Palm Beach County.

Exhibit 1-3 displays statistics on the distribution of surveys and the survey response rates. Exhibits 1-4 and 1-5 present demographic information on survey respondents.

We present the description of programs, data analysis and our findings on K-3 programs in the Palm Beach County School District in Chapter 3 of this report.

1.4 Recommendations for Program Improvement

We convened our technical advisory team with members of our project team to develop recommendations for program improvement where the need was indicated. Before the work session, we presented to our technical advisory team draft copies of the review of research and literature and the findings from the evaluation of district programs for their review and preparation. Chapter 4 contains the recommendations for both short-term and long-term action to be considered by the Palm Beach County School Board.

EXHIBIT 1-2

INVESTIGATIVE ISSUES AND GROUPS FOR K-3 STUDY

AREA OF RESEARCH	INVESTIGATIVE ISSUES	TARGET GROUP	TYPE OF DATA
1. PREP Screening and Assessment (Identification)	Effectiveness of PREP in identifying students with potential problems	• K-3 Classroom Teachers • Elementary Principals	• Perceptual Data
2. Instructional Program Effectiveness	a. Effectiveness for students in need of developmental strategies. *		
(Preventive, Developmental, and Enrichment)	b. Effectiveness of instructional program in meeting the needs of students with identified or potential learning problems.	• K-3 Classroom Teachers • Elementary Principals	• Perceptual Data
	c. NEED for alternative materials for teaching "at risk" students.	• K-3 Classroom Teachers • Elementary Principals *	• Perceptual Data
	d. NEED for alternative teaching strategies for "at risk" students.	• K-3 Classroom Teachers • Elementary Principals *	• Perceptual Data
	e. Use of alternative instructional strategies for students identified as in need of: • preventive strategies • enrichment strategies	• Classroom Teachers • Elementary Principals *	• Perceptual Data • Quantitative Data
3. Class Size *	Appropriateness of class size. *	• K-3 Classroom Teachers * • Elementary Principals *	• Perceptual Data
4. Personnel			
(Primary Resource Teacher)	a. Role of the Primary Resource Teacher in the educational program.	• K-3 Classroom Teachers • K-3 Primary Resource Teachers • Elementary Principals	• Perceptual Data
(Administrative * and Guidance)	b. Adequacy of personnel.*	• K-3 Classroom Teachers * • Elementary Principals *	• Perceptual Data

EXHIBIT 1-2 (Continued)

AREA OF RESEARCH		INVESTIGATIVE ISSUES	TARGET GROUP	TYPE OF DATA
5. Junior Kindergarten		Effectiveness of Junior Kindergarten Program	• Current 1st Grade Students who participated in Junior Kindergarten	• Performance Data
6. K-1 Transitional Program		Effectiveness of K-1 Transitional Program.	• Current 2nd Grade Students who participated in K-1 Transitional	• Performance Data
7. Summer School		Effectiveness of summer school attendance in meeting the instructional needs of students.	• K-3 Classroom Teachers • Elementary Principals	• Perceptual Data
8. Grade Retention	a.	Effectiveness of grade retention.	• Current 3rd Grade students who have been retained at least once in K-3	• Performance Data
	b.	Parent expectations for retained students in Grade 3.	• Parents of 3rd Grade students	• Perceptual Data
	c.	School involvement for retained students in Grade 3.	• Parents of 3rd Grade students	• Perceptual Data
9. Other Special Programs				
(ESE)		Number of students referred to Exceptional Student Education (ESE) as a result of PREP screening.	• K-3 Students referred to ESE in FY89	• Quantitative Data
(Chapter 1) * (Pre Kindergarten) *		Strengths and weaknesses of programs*	• Selected district personnel, program staff, and teachers. *	• Perceptual Data

---

* These elements of the investigative issues and groups were added during the school district visit and review of survey instruments by Palm Beach officials. They were not part of the initial plan.

EXHIBIT 1-3

SURVEY DISTRIBUTION AND RESPONSE RATES

Group	No. Surveys Sent	No. Completing Surveys*	Survey Response Rate
All Teachers in Grades K-3	1,570	853	54%
All Elementary School Principals	68	59	87%
All Primary Resource Teachers	73	66	90%
Sample of the Parents of 1,895 Current Third Grade Students Previously Retained in One or More Grades	408	107	26%

* The numbers shown in this column include only those surveys received for processing at MGT by April 16, 1990. Survey recipients were instructed to return their completed surveys no later than April 6, 1990. Many teacher surveys and a few surveys from other groups were received by MGT after April 16 and were not included in the analyses presented in this report.

EXHIBIT 1-4

DEMOGRAPHIC INFORMATION ON PALM BEACH SCHOOL DISTRICT EMPLOYEES WHO RESPONDED TO THE MGT SURVEYS

	Elementary School Principals	Grade K-3 Teachers	Primary Resource Teachers
Number of Respondents	59	853	66
Sex:			
Female	63%	97%	100%
Male	37%	3%	0%
Race/Ethnicity:			
White (Non-Hispanic)	78%	85%	82%
Black (Non-Hispanic)	20%	12%	17%
Hispanic	0%	2%	2%
Asian/Pacific Islander	0%	0%	0%
American Indian	2%	1%	0%
Years of Experience as a:			
Principal			
0	0%	97%	
1 to 5	46%	1%	
6 to 10	22%	0%	
11 to 20	10%	1%	
>20	8%	0%	
Missing Data	5%	1%	
Teacher*			
0	20%	0%	0%
1 to 5	27%	37%	48%
6 to 10	15%	22%	42%
11 to 20	17%	26%	3%
>20	0%	11%	0%
Missing Data	20%	4%	6%

*Note: Primary Resource Teachers were asked for their years of experience as a PRT, not total years of teacher experience. Principals were not asked to report their experience as a PRT.

EXHIBIT 1-5

DEMOGRAPHIC INFORMATION ON CURRENT THIRD GRADE PREVIOUSLY RETAINED STUDENTS WHOSE PARENTS RESPONDED TO THE MGT SURVEY

Age of student:

8	2%
9	45%
10	48%
11	3%
Missing Data	3%

Sex of student:

Female	29%
Male	71%

No. of elementary schools represented: 53

Survey respondent: (N=107)

Mother	69%
Father	12%
Both Parents	11%
Grandparent	5%
Other	3%

Race/Ethnicity of student:

White (Non-Hispanic)	56%
Black (Non-Hispanic)	28%
Hispanic	15%
Asian/Pacific Islander	1%
Missing Data	1%

Enrollment history of students:

Kindergarten:	
Attended Jr. Kindergarten	34%
Attended K-1 Transitional	42%
Repeated Kindergarten	38%
Attended Summer School After K	11%
First Grade:	
Repeated Grade 1	33%
Attended Summer School After	28%
Second Grade:	
Repeated Grade 2	17%
Attended Summer School After	26%
Third Grade:	
Repeated Grade 3	14%
Attended Summer School After	4%
All Grades:	
Never Attended Summer School	38%

Recommendations are keyed to specific findings and to successful programs identified in the review of literature and research.

1.5 Consultants Involved in the Study

The study was conducted in a timeframe of less than three months by a project team comprised of MGT professionals with extensive experience in educational program development and evaluation. The senior level team members included:

- Dr. W. K. Boutwell, President of MGT and Executive-in-Charge for the project
- Dr. Garfield Wilson, MGT's Director of Educational Planning and Management and Director of the project
- Dr. Jerome Ciesla, MGT's Director of Program Evaluation
- Ms. Ludwika Goodson, Senior Consultant, Instructional Design
- Dr. Mary Ellzey, Senior Consultant, Program Evaluation
- Dr. Carolyn Spillman, Senior Consultant, Early Childhood Education
- Dr. Virginia Green, Senior Consultant, Early Childhood Education

In addition, the project team was assisted by a technical advisory team comprised of state and national leaders in early childhood education that included:

- Dr. Lillian Katz, Professor of Early Childhood Education and Director of the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois
- Dr. Jay Lutz, Director of Elementary Education, Lee County Florida School District
- Ms. Martha Hood, Principal, Pinecrest Elementary School, Hillsborough County Florida School District
- Ms. Betty White, Director of Elementary Education, Duval County Florida School District
- Ms. Sara Sprinkel, Director of Primary Education Programs (PREP), Orange County Florida School District.

CHAPTER 2

Review of Current Literature Research

CHAPTER 2

Review of Current Literature and Research

2.1 Introduction

Public pressures for test accountability and the related push down of higher academic expectations into lower grades have changed the form, structure, and program alternatives for children in the primary grades in Florida and nationwide. The intent of these changes has been to better prepare children for success at each grade level. The outcomes have been scrutinized in research studies on student achievement and adjustment, and on parent and teacher attitudes and concerns. Factors such as curriculum, content and structure, instructional practices within a program, labeling of students, and length of the school day influence the outcomes for children and teachers. These and other factors are critical for successful primary education.

The information reported in this review of current literature and research directly responds to a major operational value of the Palm Beach School Board: "to make use of current research findings and professional expertise in the design of educational programs" (Request for Proposal N[illegible] 90C-178J, 3.2, p.3). These programs have specific effects on the education of children, and "...the best available knowledge concerning the nature of learning and what is in the children's best long-term interests must constitute a major criterion for judging the rightness of decisions taken and plans of action," (Katz, Rath, and Torres, 1987, p. 52).

This report on the review of current literature and research includes the following major sections.

- Non-promotion and Delayed Entry: Readiness, Retention, and Transition Programs

- Screening and Assessment
- Parent Involvement
- School Schedules, Structures, and Related Issues
- Alternatives for Improvement of Primary Education.

Each section includes the following parts.

- Executive Summary of Major Findings
- Documentation of Research

A bibliography for the research is included at the end of this chapter.

2.2 Non-Promotion and Delayed Entry: Readiness, Retention, and Transition Programs

Three major questions guided the research for this section of the report.

- What factors contribute to non-promotion and delayed entry rates in the primary grades?
- Do non-promotion and delayed entry in primary grades contribute to later success of students who have identified or potential learning problems?
- What are the attitudes of parents toward non-promotion and delayed entry of students in grades K-3?

In the documentation of research reviewed for this report, grade retention, grade transition, and developmental or readiness programs are considered forms of non-promotion or delayed entry. Whether because of "lack of readiness" or "learning problems," they functionally serve to prevent children from entering into the next grade level. Whether a program is called "junior kindergarten," "developmental kindergarten," "kindergarten transition," "K-1 transition," "first grade transition," "the readiness room," or "retention," an extra year of education is required apart from the regular classroom.

2.2.1 Executive Summary of Major Findings

The research conducted over the past decade reveals that the outcomes have not met with the initial optimistic expectations. Developmental programs such as "junior or pre-kindergarten", transition or readiness programs such as "K-1 transition," and retention in a primary grade do not benefit the children who spend an extra year in such programs. Results on measures of achievement and social adjustment indicate that similar children who are promoted along with other classmates do as well or better in a year's less time than those who are held back for the extra year in the alternative programs.

The following reference citations capsulize the major findings of the recent research on non-promotion and delayed entry programs (cf. Newman, 1988).

Overall. Special placements, self-contained classrooms, slow tracks are "indefensible if the special treatments have not proven effective or have unforseen negative side effects" (see e.g, the report of the "National Research Council; Heller, Hotlzman, and Messick, 1982; Slavin, (1986) cited in Shepard and Smith, 1988, p. 142).

Retention. The most recent reviewers of the literature on retention effects have employed techniques to correct for flaws in much of the earlier research (prior to 1984) and have concluded that "retention shows no clear benefits for students in terms of academic gains, personal-social growth, or improvement in attitudes towards school. Furthermore, the policy of retention has increasingly been criticized for having negative effects in all these areas, and has become associated with increasing risk of dropping out of school," (Rafoth, Dawson, and Carey, 1988).

Transition. "...transition programs appear to be no more effective than retention," (Mathews, 1977 and Talmadge, 1982, cited in Rafoth, Dawson, and Carey, 1988; cf. Shepard and Smith, 1988; Shepard and Smith, 1986; Juel and Leavell, 1988, cf. Ostrowski, 1988). "Analysis of the research studies of transition rooms raises questions about the degree of educational 'payoff' obtained with such programs. Research indicates that transition room children either do not perform as well or at most are equal in achievement levels to transition room eligible children placed in regular classrooms," (Gredler, 1984, p. 469).

Delayed Entry to Kindergarten. Extra year programs such as a developmental or pre-kindergarten, and pre-first grade, are "effectively like repeating kindergarten even when the curriculum is altered from one year to the next," (Shepard and Smith, 1988, p. 84).

In addition to the major findings, the following summary of related issues offers more specific information. The issues include:

- rate of non-promotion
- factors contributing to non-promotion and delayed entry
- characteristics of the non-promoted or held back child
- teacher biases contributing to non-promotion and delayed entry decisions
- parent involvement
- effects of non-promotion and delayed entry on achievement.
- effects of non-promotion on dropout from school
- effects of non-promotion and delayed entry on personal achievement and adjustment of primary students
- reactions of parents to non-promotion
- costs of non-promotion

Note: Specific reference citations and findings follow this summary of related issues.

Rate of Non-Promotion: About one-third of Florida's primary students are not promoted in K-3. Among the children who are retained or placed in a transition year, few actually benefit from the practice. (See "Effects of Retention" below.)

Note: The next section of this report on "Screening and Testing," addresses the probable errors made in placement decisions (about a 30-50% error rate).

Factors Contributing to Non-Promotion and Delayed Entry: Factors contributing to non-promotion rates in Florida and nationwide include public pressure for test score accountability in the primary grades and the related push down into grades K and 1 of academic expectations formerly reserved for grades 2 and 3. Subsequently, young children are being pushed to do more in literacy and numeration than they are developmentally ready to do. In response to this academic push down, many schools also provide an extra year of preparation before entry into kindergarten or advise parents to delay the entry of their children into kindergarten.

Characteristics of the Non-Promoted or Held Back Child: As a group, children who are not promoted are not homogeneous. Several characteristics other than achievement levels frequently contribute to retention decisions, such as younger age, smaller physical size, and male gender. The results of non-promotion practices provide higher rates of non-promotion for the children of the poor, particularly members of racial and ethnic minorities. This pattern appears to prevail for children assigned to developmental kindergarten or other delayed entry programs.

Teacher Biases Contributing to Non-Promotion and Delayed Entry Decisions: Educators are unable to predict accurately the few children who will be helped by non-promotion or by entry into readiness programs such as "junior kindergarten" or "first grade transition." Their decisions are influenced by their beliefs and their opportunities to observe short-term effects rather than knowledge or observation of long-term effects of their decisions.

Note: Parent involvement also influences non-promotion and delayed entry rates and improves achievement. This issue is discussed in a separate section of this report on "Parent Involvement."

Effects of Non-Promotion and Delayed Entry on Achievement: Even though younger children may have lower achievement scores and higher retention rates than older ones, young children who are not promoted or who are delayed do not make as much progress as similar children who are promoted. Initial findings of short-term progress during the year in which children repeat a grade (retention or transition) or complete a readiness program (junior kindergarten) do not persist into later grades.

Effects of Non-Promotion on Drop-Out from School: Children held back in their early primary grades have higher drop out rates from school in later grades even after adjusting for other factors such as background, sex, and achievement levels. The effects of delayed entry on drop-out rates are not clear.

Effects of Non-Promotion and Delayed Entry on Personal Achievement and Adjustment of Primary Students: Children who repeat a grade or who have an extra year, regardless of what the extra year may be called, are consistently less well-off than similar children who are promoted. These children generally experience more negative attitudes toward school, lowered self-esteem, problems with behavior, lowered attendance, and other problems of personal adjustment.

Reactions of Parents to Non-Promotion: Parents are increasingly reporting negative effects of retention and transition years on their children. They also express anger, frequently accept retention or delayed entry decisions without resistance because of embarrassment or a sense of hopelessness, and feel that schools have failed to adequately help slow learners. Parents also sometimes view non-promotion and delayed entry as better preparation for the next grade.

Costs of Non-Promotion: The costs for non-promotion and delayed entry in grades K-3 are substantially greater than other effective alternatives. In Florida, the cost is in excess of $90 million (per pupil cost of about $2,611 per year) for retention and transition in K-3. Delayed entry programs such as junior kindergarten, if calculated, would increase the total annual cost in Florida. In the Palm Beach Schools District the cost of retentions in grades K-3 in 1988-89 was $8,590,936 (based on 2,984 retentions at $2,879 per pupil). Nationwide the reported costs range from $4.5 to $5 billion per year. The reported cost for remedial schooling by one reference was $500 per student. Other costs of non-promotion include the lost opportunity costs of learning for the child who is held back and the other negative effects summarized above.

> Note: A separate issue not examined as a focus of this particular study is the impact of early intervention programs. Peck, McCaig, and Sapp (1988, p. 44) in the NAEYC research monographs report that "fewer children from early intervention programs are assigned to special education classes, and fewer of these children are held back in school, when compared to children without the benefit of early education (Berrueta-Clement et al., 1984; Consortium for Longitudinal Studies, 1979, 1983; Gersten & Carnine, 1981, Goodrich & St. Pierre, 1979; Gray, Ramsey & Klaus, 1982; Lazar, Darlington, Murray, Royce & Snipper, 1982; Lazar, Hubbell, Murray, Rosche & Royce, 1977; Moore, 1978)." The Perry Preschool Program is one noteworthy example of a reportedly highly successful and cost-beneficial early intervention program (Gramlick, 1986, Barnett, 1985). Although such early intervention programs for 3 to 5 year olds may offer helpful strategies for developmental, readiness, pre-kindergarten, or kindergarten programs, they are not the focus of this particular study.

2.2.2 Documentation of Research

We will use the following convention in referencing the research cited in this section of our report. When researchers target a particular type of non-promotion or delayed entry program, the program will be identified by the terminology included in the description of the research, e.g., "retention" or "transition." When researchers examine "non-promotion" or several forms of non-promotion in a study, "non-promotion" will be the terminology included in this report. When researchers target delayed entry or readiness programs, then similar appropriate terminology will be included.

A. Non-Promotion Data for Primary Grades in Florida

Data reported by Florida's Committee on Education for K-12 programs in March 1989 documents a total of 34,210 students not promoted in K-3, a figure that is close to one-third of the primary children in Florida (Florida student data base from 1983-87). The committee's definition of non-promotion includes retention in a grade or assignment to a transitional grade. This report did not examine programs of delayed entry into kindergarten.

The data also shows that the largest percentage of non-promotions occurs at the beginning of school and kindergarten rather than at the "gateway" of grade three. The committee concludes that the pattern of data "suggests that either mastery of the basic skills is not a major factor in the decision to retain a student, or that students are being retained...in order to maximize their chances of passing..." the State Student Assessment Test (SSAT) in third grade (Status Report: Florida Primary Education Program (PREP), Non-promotion in Primary Grades, March, 1989, pp. 2-3, 10). Data from this report was again reviewed and discussed by the Florida House of Representatives Committee on Education in January, 1990.

B. Factors Contributing to Non-Promotion and Delayed Entry Rates

Factors other than student abilities contribute substantially to retention rates in Florida and nationwide.

> **Test Accountability**. It appears that school policy may influence higher non-promotion and delayed entry rates in earlier grades as a technique for improving test scores in later years.

Students are not promoted at high rates in kindergarten and first grade in Florida. They are not being allowed to progress to the third grade before being retained or placed in a transitional grade or developmental readiness program, a practice which does not meet the original intent of the Florida PREP legislation. Florida Department of Education personnel state that schools and districts are retaining children early or placing them in transition programs in order to prevent those children from going on to third grade and possibly not doing well on the State Student Assessment Test (SSAT) given at the beginning of third grade" (Committee on Education, K-12, Status Report: Florida Primary Education Program, Non-promotion in Primary Grades, March 1989, pp. 1-4, 9). Similar findings in other states are reported by Putka, 1988:

> "Push down" of Academics into Kindergarten and First Grade. Because of high academic performance expectations, many schools expect first grade work in kindergarten and second and third grade work in first grade.

The push down of academic expectations formerly reserved for grades 2 and 3 into grades K and 1 occurs in Florida schools. "Many young children are not developmentally ready for the high academic expectations and the associated formal reading and writing tasks" (Committee on Education, K-12, Status Report: Florida Primary Education Program, Non-promotion in Primary Grades, March 1989, p. 3; cf. Hatch and Freeman, 1980; cf. Shepard and Smith, 1988; Hebert, 1988; Karweit, 1988).

Young children are being pushed to do more than they are developmentally ready to do (Committee on Education, K-12, Status Report: Florida Primary Education Program, Non-promotion in Primary Grades, March 1989, p. 3; cf. Kantrowitz and Wingert, 1989; Hatch and Freeman, 1988, cf. Uphoff and Gilmore, 1985, p. 71,; Walsh, 1989). "Retention actually fosters inappropriate academic demands in first grade" (Shepard and Smith, 1988, p. 1).

"If pre-reading and reading instruction are presented in a formal way, using a single methodology, experience suggests that some (perhaps as many as one third) of the class will fail," (Katz, Rath, and Torres, 1987, p. 36). Furthermore, "...unless there is variety in methodology, some children will probably fail. At the same time, wrong conclusions will be reached both about a child's readiness for reading and about his or her learning ability in general," (Durkin, 1980, p. 26 cited in Katz, Rath, and Torres, 1987, p. 37).

"When the curriculum is taken for granted as correct, the child who does not keep pace is labeled as a failure" (Smith and Shepard, 1987, p. 132). This pattern is common in the new curriculum in which "the purpose of early schooling is literacy and numeracy, narrowly defined; the curricular content that will achieve this purpose is known and can be broken down into small units, carefully sequenced, and taught directly; the teaching methods, like the content, are the same for everyone; the cure for educational disadvantage is more and earlier infusion of drill in letters, sounds, and numbers, along with practice in writing," (Weber, 1986, cited in Smith and Shepard, 1987). Both children and educators are victims of the "push-down" of academics into kindergarten (Hatch and Freeman, 1988).

> Other Characteristics of Children. The research results suggest that reasons other than ability frequently contribute to decisions for non-promotion, retention, and delayed entry. Data show that the highest rates of non-promotion are among the children of the poor, racial and ethnic minorities, males, and children who are relatively young or small for their grade.

Retention and transition policies are discriminatory (Newman, 1988). The use of standardized tests to determine school entry or promotion "disproportionately affect minority and low-income children..." (Gredler, 1984, Shepard and Smith, 1986, and Smith and Shepard, 1987, cited in Rafoth, Dawson, and Carey, 1988; cf. Abidin, Golladay, and Howerton, 1971, cited in Shepard and Smith, 1988; Hersh, 1988; Billman, 1988; Baenan, 1988; Newman, 1988). Retention and the practices associated with it are "inherently discriminatory to boys, poor children, the relatively young, and the relatively small," (Smith and Shepard, 1987, p. 134; cf. Hirsch, 1988; Billman, 1988). "...the highest rates of retention are among the children of the poor, particularly poor members of racial and ethnic minorities," (Doyle, 1989, p. 218).

Age, race, and sex influence decisions about retention (Cadigan, Entwistle, Alexander, and Pallas, 1988, p. 73; cf. Hirsch, 1988; Billman, 1988; Baenan, 1988).

Guideposts for retention include the students' visual-motor skills, physical size, scores on standardized tests of readiness, but these are not good predictors of positive retention outcomes (Sandoval and Hughes, 1981, cited in Rafoth, Dawson, and Carey, 1988).

In one school system that uses the Gesell School Readiness Test for placement, males were slightly over-represented in the Transitional Kindergarten. Minority students were slightly over-represented in the Developmental Kindergarten, (Developmental Placement Program Evaluation, 1986-87, pp. 1, 10; cf. Hirsch, 1988).

"The weight of the evidence is that the differences in readiness between boys and girls are learned from adults' expectations of and responses to them, rather than being entirely inherent in their physiological or psychological make-up." Often teachers interpret "inability to sit still" for long periods as "lack of readiness" or activity usually attributed to boys. (Katz, Rath, and Torres, 1987, pp. 22-23; cf. Huston, 1983, cited in Katz, Rath, and Torres).

> **Teacher Biases**. Teachers' decisions on student non-promotion and delayed entry reflect their personal beliefs and observation of short-term effects rather than knowledge of the research-based long-term effects.

The evidence from the review of literature indicates that educators are "simply unable to predict accurately" which students are among the few who can be helped by non-promotion.

Teachers are unable to compare gains made during a retained year to the gains the student would have made if they had been promoted (Karweit, 1987). "Since teachers cannot compare the possible outcomes of both promoting and retaining a given child, they tend to focus on the gains made by children who are retained and to underestimate both the personal costs to these children and to their parents and the 'opportunity costs' of learning that would have occurred if the children had been promoted" (Smith and Shepard, 1988, cited in Schultz, 1989; cf. Smith and Shepard, 1987, p. 131; Frymier, 1989).

"The decision to promote or not promote was influenced by only a few factors, which related mainly to teacher judgments of the child," (Cadigan, Entwistle, Alexander, and Pallas, 1988, p. 87).

Teachers usually advise parents of younger children to delay the entry to kindergarten (Shepard and Smith, 1988, p. 82).

Note: A separate section of this report, "Parent Involvement," provides more detailed information on the impact of parent involvement.

C. Effects on Children

Effects of Non-Promotion and Delayed Entry on Achievement. Young children usually make progress during the year in which they repeat a grade or enter the next grade, but not as much progress as similar children who are promoted or who are not delayed. Initial findings of short-term progress generally do not persist into later grades. The research does not endorse the practice of delayed school entry and non-promotion for young age-eligible children.

Holmes and Matthews found negative achievement effects at all grade levels (grades 1-6) when they analyzed the data by the grade level in which retention took place (Holmes and Matthews, 1984, cited in Rafoth, Dawson, and Carey, 1988).

Holmes (1986) conducted a meta-analysis of 17 studies to determine the effectiveness of retaining elementary school students and found consistent evidence of negative effects of non-promotion. When positive effects were found, they appeared among middle-class, suburban, predominantly white samples and seem to be due to program characteristics related to the provision of individualized remedial help," (cf. Norton, 1983; Shepard and Smith, 1985; cited in Billman, 1988).

Shepard and Smith (1988) reviewed 14 controlled studies conducted from 1984 to 1988 on the effects of kindergarten retention. The research reviewed included six studies on transition rooms and eight other empirical studies on retention. They found that "kindergarten retention does nothing to boost subsequent academic achievement." In an earlier study, Shepard and Smith (1985) found that at best, children gained one month for one extra year (when compared to promoted children who had similar test score data, family background, and birthdates).

"In controlled studies of the effect of non-promotion on both achievement and personal adjustment, children who repeat a grade are consistently worse off that comparable children who are promoted with their age-mates. Contrary to popular belief the average negative effect of retention on achievement is even greater than the negative effect on emotional adjustment and self-concept," (Smith and Shepard, 1987). "...the harmful effects of retention on reading are more clearly established by research than are the harmful effects of retention on social adjustment," (Doyle, 1989, p. 216).

Students who are held back learn less the following year (Frymier, 1989)." Children who are considered for retention but instead promoted gain more in terms of achievement on standardized tests than do comparable children who are held back," (Cadigan, Entwistle, Alexander, and Pallas, 1988, p. 72; cf. Homes and Matthews, 1984, cited in the same reference) Baenan (1988) also found that these "differences broadened across the years."

The initial findings of short-term progress in first grade for retained or transition students do not usually persist into later grades (Shepard and Smith, 1986; Shepard and Smith 1988; Juel and Leavell, 1988; cf. Sandoval, 1984; Shepard and Smith, 1987; Jones, 1985; National Research Council, Heller, Holtzman, and Messick, 1982; and Slavin, 1986 cited in Shepard and Smith, 1988, cf. Peterson, DeGracie, and Ayabe, 1985).

"Whether it is appropriate to generalize the concepts of readiness from physical to other aspects of development remains a matter of controversy...Furthermore, the concept of readiness begs the question of just what the child is ready for. The correct use of the concept of developmental readiness is antithetical to requiring that the children 'fit the curriculum'...Of course, in practice (the curriculum) cannot respond to all of the variations in children's capacities and interests," (Katz, Rath, and Torres, 1987, pp.19-21).

Extra year programs such as a developmental or prekindergarten, and pre-first grade, are "effectively like repeating kindergarten even when the curriculum is altered from one year to the next," (Shepard and Smith, 1988, p. 84.)

Many of the positive findings of retention are flawed by the absence of a control group for determining differences between children who have been promoted and children who have been retained or placed in transition classes (Shepard and Smith, 1988; cf. Rafoth, Dawson, Carey, 1988).

In several studies retained children at the end of first grade did not differ on standardized math scores or on teacher ratings of reading and math achievement, learner self-concept, social maturity, and attention span (Shepard and Smith, 1985; Shepard and Smith, 1988; cf. Newman, 1988; Baenan and Hopkins, 1989).

Even when children who are not promoted have lower scores on measures of academic achievement, cognitive development, and adaptation to school than children who are promoted, only some are appropriately held back. Children who are held back are not homogeneous. As indicated by test scores, they include children who are very low functioning in several areas, those who are high functioning, and children who do not fit a particular mold. The results suggest that "non-promotion is a crude intervention" (Sandoval, 1984). At-risk children promoted to first grade performed as well or better than children who spent an extra year in transition (Gredler, 1984; Shepard and Smith, 1988; Newman, 1988; Baenan and Hopkins, 1989).

Children placed in transition classrooms "between kindergarten and first grade showed initial advantages in reading, but these differences were not sustained in third and fourth grade," (Raygor, 1972, cited in Rafoth, Dawson, and Carey, 1988). Welch (1985) reported similar findings from third grade achievement tests for students whose results from the Gesell Developmental Test suggested they needed an extra year before first grade (Welch, 1985, cited in Rafoth, Dawson, and Carey, 1988).

"Zinski (1983) found no significant differences at the end of the first grade between children attending a transitional program between kindergarten and first grade and children who repeated first grade," (Gredler, 1984; cf. Rafoth, Dawson, and Carey, 1988).

"Gredler (1984) reviewed seven studies investigating the effects of transition room placement and concluded that 'Research indicates that transition room children either do not perform as well or are at most equal in achievement levels to transition room-eligible children placed in regular classrooms," (Fredler, 1984; cf. Rafoth, Dawson, and Carey, 1988).

Longitudinal studies show that late birth-date children who have a year of delayed entry into first grade may do better initially, but initial achievement gains are not sustained over time (Rafoth, Dawson, and Carey; Miller and Norris, 1967, cited in Rafoth, Dawson, and Carey, 1988, Zinski, 1983).

Children who are retained usually do not experience new curricula to address their individual needs (Cadigan, Entwistle, Alexander, and Pallas, 1988). Low achieving students assigned to a first grade class with an individualized reading program made significantly greater gains in reading achievement than those assigned to transition rooms (Leinhardt, 1980, cited in Rafoth, Dawson, and Carey, 1988).

Grade retention alone increases the risk of subsequent poor achievement (Grissom and Shepard, in press, and Schulz, Toles, Rice, Grauer, and Harvey, 1986, cited in Rafoth, Dawson, and Carey, 1988).

Gredler (1984) also cited other studies that measured student performance at the end of first, second, third, and/or fourth grades in which students from transition rooms did not perform as well or performed no better than similar students who were promoted (cf. Bell, 1972, Talmadge, 1981, Raygor, 1972, Matthews, 1977, Leinhardt, 1980, cited in Gredler, 1984).

Those children who do make academic and social-emotional gains after retention in first grade are the ones who require retention the least or who have a high rate of absenteeism or frequent family moves rather than low ability (Sandoval and Hughes, 1981, and Sandoval, 1987, cited in Rafoth, Dawson, and Carey, 1988).

Newman (1988) concluded that "Generally, retention at any grade level has not improved student achievement or social adjustment. Skimpy data on transition rooms seems to indicate that they are not very successful either."

Those few who do make improvements after retention generally have been provided with special help. The new learning experiences of promotion and the lack of new learning experiences of retention may explain the success of promotion and the failure of retention (Frymier, 1989).

"When retention has worked, it has been in the earliest grades, when diagnosis has been careful and accurate, special resources have been applied, and individual needs and styles have been given careful attention," (Newman, 1988, p.3; cf. Baenan, 1988; Holmes, 1986).

Gredler (1980, p. 10, cited in Billman, 1988) reported that "concern over birthdate at school entry is misplaced and can be discriminatory. "In examining the issue of entrance age, school readiness, and early grade retention, Shepard and Smith (1986, pp. 78-79) distinguish statistical significance from practical significance of differences in studies that compare the youngest in their grade with older classmates (cf. Beattie, 1970; Bigelow, 1934; Carroll, 1963; David et al. 1980; Green and Simmons, 1962; Hall, 1963; Halliwell and Stein, 1964; Kalk et al. 1981; King, 1955, cited in Shepard and Stein, 1986, p. 79). They found that younger children do not benefit substantially from retention or prekindergarten. "About nine percentile ranks separate the oldest from the youngest on first-grade reading tests. By third grade, the oldest and youngest are indistinguishable," (Shepard and Smith, 1986; cf. Shepard and Smith, 1988, p. 143).

They also found that "first graders who were in the youngest three months of their class scored on an average at the 62d percentile in reading compared to the oldest three-month children who were at the 71st percentile." When analyzing the age trend in first grade by ability strata, they found virtually no difference in achievement between the oldest and youngest age groups for children who were above the 75th or 50th percentile points of their respective age intervals, "with the major differences coming almost entirely from children below the 25th percentile (Shepard and Smith, 1985, cited in Shepard and Smith, 1986, p. 79). Finally, they found that "even the small disadvantage of youngness eventually disappears, usually by about third grade (cf. Langer, Kalk, and Searls, 1984, Shepard and Smith, 1985, Miller and Norris, 1967, cited in Shepard and Smith, 1986, p. 79).

The research showing that younger children have lower achievement scores and are more likely to fail a grade include Uphoff and Gilmore, 1985, a St. Louis Public School report, 1987. Bigelow, 1954; Carrell, 1963; Carter, 1956; Dickinson and Larson, 1963; Green and Simmons, 1962; Halliwell and Stein, 1964; Hamahinen, 1952; Johnston, 1964; and King, 1955; Shepard and Smith, 1986; cited in St. Louis Public Schools report, 1987). But longitudinal studies show that differences in achievement diminish as children progress in school (Smith, 1985; Langer, Kalk, and Searls, 1984; ibid., p.5).

> Note: The failure rate is substantially higher for children born in summer months, who started school when first eligible, compared to those held-back (Uphoff, 1985, cited in Uphoff and Gilmore, 1985, p.68). Their grade level equivalent scores also were lower by third and sixth grade (Gilmore, 1984, cited in Uphoff and Gilmore, 1985, p. 68). The long-term negative effects could be startling. In a study of youth suicides, Uphoff and Gilmore (1985, p.70) found that 45 percent of the male youth suicides and 83 percent of the female youth suicides had been summer children (compared to a 35 percent annual summer birth rate). Uphoff and Gilmore did not formulate conclusions from this data on suicide rates.

A number of programs concerning retention policies and practices have been examined and reported in Florida. Brevard County has a Transitional Kindergarten/First Grade (TK-1) and Developmental Kindergarten (DK). Data reported for the Brevard County Public Schools showed student performance on math and reading standardized achievement tests to be above the national average even at the end of third grade for students placed in TK-1 after results of the Gesell School Readiness Test indicated a developmental age of younger than six. This TK-1 group scored higher as a group than the district average at the end of first grade and scored slightly, but not significantly, below the district average at the end of third grade. Students placed in DK, however, scored substantially below the district average at the end of first and second grades.

Third grade scores for DK students were not reported. Students retained in kindergarten did not score as well as students placed in DK or TK-1 at the end of the first and second grades. Many of the DK students (40-59%) received substantial support in small group remediation from Chapter I or ESE programs through the end of second grade. "Reading skills, especially comprehension, remained weak in relation to other academic skill areas," for the DK students. Teachers reported that many of the DK students should have received earlier diagnosis and proper placement in ESE programs. All groups (KG, DK, TK-1) scored higher than the national average in reading and math at the end of the first and second grades. All groups scored below students who were promoted. However, no comparison is possible with similar students placed in regular instead of developmental classes because students who were promoted did have higher developmental age scores (Developmental Placement Program Evaluation, 1986-87, Brevard County Schools).

Since implementation of the Developmental Kindergarten and the Transitional Kindergarten/First Grade, (1981-89), the retention rates increased from 10 percent to 24 percent in kindergarten. However, they decreased in other grades as shown below (rounded to the nearest percent):

Retention Rates
Fall Student Survey, 1989, Brevard County Public Schools

Grade	1981	1989
First	13%	4%
Second	5%	1%
Third	5%	2%
Fourth	3%	2%
Fifth	3%	1%
Sixth	2%	1%

In its report on the feasibility of implementing an ungraded primary program, the Florida Senate Education Committee reviewed the programs in several counties in Florida, reporting the following findings (May, 1990, pp. 4-5).

> - Orange County's elementary program discourages retention through its pupil progression plan inservice workshops for principals and teachers. The district's retention rate in K-3 in 1988-89 was 2.8 percent.
>
> - Hillsborough County, on the other hand, purposely changed its criteria for promotion to produce good, solid readers leaving first grade. The retention rate for first graders in Hillsborough in 1988-89 was 15.8 percent.
>
> - ...As many as one-fourth of Pasco County's kindergarten students spend two years in the district's Developmental Kindergarten. A study of the Developmental Kindergarten conducted by Pasco County School Board's Office of Program Evaluation Services found that the program meets the criteria for developmentally appropriate school practices set by the National Association for the Education of Young Children (NAEYC) in all respects except one. The program met the standards for goals, recommended teaching strategies and classroom activities, staffing, teacher-pupil ratio, and assessment procedures. However, by placing and retaining children according to the maturational philosophy of the Gesell Institute, and district's program deviated from NAEYC guidelines which maintain that retention is harmful to students...Looking only at the retention rate would not bring to light the fact that the activities in the classroom were those that are most conducive to students' learning.
>
> - Broward County offers a Pre-first grade program as an option in every elementary school in the district. A longitudinal study of the children in the program showed them to be successful in middle school. The curriculum in pre-first grade is different from kindergarten and first grade; the teaching style is more kinetic, the room has activity areas that are more formal than kindergarten, but not as regimented as first grade. In light of research on the negative effects of retention, Broward is planning to implement new staff development and alter the curriculum to permit continuous progress.

Effects of Retention and Transition on Drop-out from School. Children held back in their early primary grades have higher drop-out rates from school in later grades. Children who drop out from school have lower levels of self-esteem, less sense of control over their lives than other students, and negative attitudes toward school.

Children who fail in their first two years of school have substantially reduced chances of completing high school whether from a rich or poor school district and even when background factors and achievement are taken into account. They are 20 to 30 percent more likely to drop out. They have lower levels of self-esteem, less sense of control over their lives, negative attitudes toward school (Committee on Education, K-12, Status Report: Florida Primary Education Program (PREP) Non-promotion in Primary Grades, March 1989).

Students who are held back are more likely to drop out (Frymier, 1989). Students held back drop out more frequently and, in some places, at more than twice the rate of promoted students (Putka, 1988; Baenan, 1988). Children who are too old for their grade, a frequent side product of retention, transition, and delayed entry, are much more likely than their counterparts to drop out of school (Shepard and Smith, 1988; Smith and Shepard, 1987).

After adjusting for other factors, such as background, sex, and achievement levels, researchers find that retention by itself increases the risk of dropping out, even for the most advantaged group of students (Cadigan, Entwistle, Alexander, and Pallas, 1988).

> Effects of Retention on Personal Achievement and Adjustment of Students. Children who repeat a grade, whether through non-promotion or delayed entry, are consistently less well-off than similar children who are promoted or enter the regular classroom sequence.

Retention has negative effects on social development (Plummer, Lineberger, Graziano, 1986, cited in Billman 1988).

In a study of the longitudinal effects on third and fourth graders placed in developmental primary programs in Brevard County Florida, compared with fourth grade children who had been placed in Transitional Kindergarten/First Grade (TK-1) "reported more often their success was due to luck than did third graders or fourth grade children who had been placed in the regular kindergarten." In this same study, the race variable indicated that "black children placed in the regular kindergarten more frequently attributed their success to having studied than did white students or black students placed in either of the alternative programs (Developmental Kindergarten or TK-1)," (Scott, Eyster, and Hulse, 1989, p. 3).

Parents report that retained students lose their self-esteem (Shepard and Smith, 1985; Putka, 1988; Shepard and Smith, 1988). Retained students lose their self-esteem even when parents and teachers are enlightened about presenting the decision for retention to the student (Shepard and Smith, 1985).

By the time such children complete first grade, those who have repeated kindergarten have more negative feelings about school. "Regardless of what the extra year may be called, there is a social stigma for children who attend an extra year" (Shepard and Smith, 1988; cf. Smith and Shepard, 1987). "Next to blindness and the death of a parent, children rate the idea of retention as most stressful" (Byrnes and Yamamoto, 1984, cited in Smith and Shepard, 1987).

Students who are held back experience problems with personal adjustment, negative attitudes toward school, problems with behavior and attendance (Holmes and Matthews, 1984, cited in Entwistle, Alexander, and Pallas, 1988, p. 72). Students who are held back are "more likely to get into trouble with the law...and develop more negative self-concepts" (Frymier, 1989).

Parents of retained children report significant emotional conflicts associated with retention indicating that kindergarten retention is traumatic and disruptive -- children know that "because of something that is wrong with them, they cannot go on with their classmates" (Shepard and Smith, 1988, p. 2; cf. Shepard and Smith, 1988).

"Bell (1972) found that self-concept scores of children in a readiness room declined during the year, while at-risk children in the regular classroom gained" (Shepard and Smith, 1988).

In a comparison of attitudes toward two different types of developmental programs, Scott, Eyster and Hulse (1989, p. 5) found that parents of children who had attended Transitional Kindergarten/First Grade (TK-1) described their children as having "a more positive attitude toward school" and "better relationships with their schoolmates" than did parents whose children had attended Developmental Kindergarten (DK). Comparison data were not reported for similar children enrolled in regular classrooms.

> Reactions of Parents to Retention, Transition, and Delayed Entry. In addition to parents' reports about the effects of retention on their children, parents also express anger, frequently accept retention decisions without resistance because of embarrassment or a sense of hopelessness, and feel that schools have failed to adequately help slow learners. Occasionally, a parent feels that retention serves as "strong medicine" to move a student to achieve more successfully in school (Putka, 1988). Parents also may view retention or pre-kindergarten as better preparation along with the negative effects on the child's attitude and feeling of lowered self-esteem (Shepard and Smith, 1988, p. 142).

Perceptual data gathered from third and fourth grade students who had been placed in Developmental Kindergarten or Transitional Kindergarten/First Grade revealed favorable attitudes toward school, but different results for boys compared to girls on several measures. For example, girls expressed higher rates of happiness with school than boys who had been placed in a developmental program. They also expressed higher rates than girls who had been promoted (Scott, Eyster, and Hulse, 1989). An earlier survey had reported more positive parent attitudes (Scott, Eyster, and Hulse, 1989).

The amount of parent support, acceptance, understanding, and participation appears to be less positive for DK than for TK-1 according to responses to teacher surveys in 1988-89, and parents' refusal of placement or lack of acceptance/support was reported as a weakness for both programs (Developmental Placement Program Survey Results, 1988-89, Brevard County School District).

Katz, Raths, and Torres (1987) studied a school district's kindergarten program and engaged parent participation as part of the study. Parents reported the following concerns related to the issues of non-promotion, delayed entry, retention, and transition (pp. 60-62).

Concerns about the regular kindergarten curriculum.

- Pressure for academic achievement is too great for the children.
- Classes are too competitive, too rigorous.
- Children should not be expected to read by the end of kindergarten.
- Regular kindergarten should be more like the optional kindergarten.
- Children who had a year in the optional kindergarten would not be challenged when they went on to attend the regular kindergarten.
- Many children have had as many as two years of preschool before entering kindergarten and the curriculum may not be responsive to this.
- A child who is held back from entering kindergarten might find it insufficiently challenging when starting a year later than the normal age.

Concerns about optional kindergarten.

- Optional kindergarten fills a real need for the children. It is good in many ways. It gives some children a chance to get used to school routines, to mature, and to be prepared to compete in kindergarten.
- The expense of busing children to the optional kindergarten is excessive.
- The consequence of some children starting regular kindergarten at ages 6 or 7 years is a concern.

Concerns about stress. Parents expressed the following concerns related one way or another to stress:

- Children are compared with each other too much.

- The district needs psychologists to work with the elementary school children suffering from stress.

- Something should be done to reduce stress among both parents and children.

Concerns about district matters and policies.

- The kindergarten policy seems biased against children who are 'ready' for it, but are not yet the legal age for entrance.

- Many children are starting kindergarten at age 6 or 7 years.

- Many children in the primary grades seem to old for their grade.

- There is a need for full-time teacher aides in the kindergarten.

- There is a need for better communication between the district and parents to allay many fears of parents.

Concerns about teachers. We heard parents express the following concerns about teachers.

- Teachers attribute too many learning problems to children's chronological age.

- Some teachers report to parents of young kindergartners that they can be expected to have difficulty when they reach second or third grade, and therefore should be in the optional kindergarten.

- Teachers seem to want homogeneous groups of pupils so that teaching will be easier.

- Teachers need to be more responsive to individual children and to work with them in needed areas.

D. Costs of the Extra Year

Retention, transition and delayed entry costs substantially more than other more effective alternatives. The costs include dollars, extra years of student lives, and lost opportunity costs for students to learn.

The reported dollar cost for Florida across grades K-3 for retention and transition from 1983-87 was $89,322,310 based on an average expenditure of $2,611 per student.

The presently projected cost "for the extra year these children spend in the primary grades is roughly estimated to be in excess of 90 million dollars" (Committee on Education, K-12, Status Report: Florida Primary Education Program (PREP) Non-promotion in Primary Grades, March 1989, pp. 2-3). The annual total costs in Florida would be higher if delayed entry costs were added to the average expenditure figure.

As summarized earlier the total cost of grades K-3 retentions in the Palm Beach School District was $8,590,936. The cost per student in K-3 for 1988-89 was $2,879.

The number of retentions reported by grade in 1988-89 were:

K	1,673
1st	782
2nd	302
3rd	227
Total	2,984

"...retention increases the costs of educating a pupil by 8 percent (assuming the pupil remains in school to graduate) -- a cost that runs into the billions nationwide. Such alternatives to retention as tutoring and summer school are both more effective and less costly (Smith and Shepard, 1987, p. 130).

The Austin Independent School District "spends approximately $3,500 per student to provide an extra full year of instruction or about $9,081,100 for 4,118 retainees for the school system..." (Baenan, 1988, p. 9). Costs to students include long-term declines in student achievement, growth rate, loss of a year, more negative attitudes toward school and self, loss of peer group, higher risk of dropping out.

"Collectively, school districts spend nearly $10 billion a year to pay for the extra year of schooling necessitated by retaining 2.4 million students. This rough figure is arrived at by multiplying the number of retained students by the average per pupil cost:

2.4 million retained students each year
x $4,051 per pupil costs (1985-86 U.S. average)
= $9,722,400,000

Ten billion dollars would support substantial alternative efforts, such as remedial programs, summer school, classroom aides, or reduced class size to help at-risk students learn. For example, summer school costs only approximately $1,300 per student compared to $4,051 for a repeated grade," (Schulz, 1990).

Retention costs thousands of dollars a year. Figures from a 1980 study show the cost to be approximately $5 billion. Remedial schooling is reported to cost no more than $500 per student (Putka, 1988).

Retained students pay with a year of their lives (Smith and Shepard, 1987, p. 130). Other losses include the "'opportunity costs' of learning that would have occurred if the children had been promoted" (Smith and Shepard, 1988, cited in Schultz, 1989; cf. Smith and Shepard, 1987, p. 131). Other costs also include "lowered aspirations of about 1 million young people every year, reduced payments to the government in the form of taxes, increased costs for social welfare, law enforcement, and the penal system," (Frymier, 1989).

2.3 Screening, Assessment, and Placement Decisions

Two major questions guided the research for this section of the report.

- How do pressures for test accountability influence education in the primary grades?
- Are screening and assessment instruments sufficiently reliable or valid to support special program placement decisions?

The previous section on "Non-promotion and Delayed Entry" included a description of the "push-down of academics into kindergarten and first grade" as one of the factors contributing to retention rates, delayed school and grade entry, and readiness programs. The pressure of test accountability and the widespread use of academic achievement test results in evaluating the success of primary education programs contributes to the reshaping of the curriculum and to placement decisions for young children in primary grades.

In the documentation of research reviewed for this report, screening and assessment instruments as well as achievement results were used in making placement decisions. Some reports of research distinguish "developmental readiness" from "screening tests," "screening" from "assessment," and "testing" from "screening" and "assessment," while others offer no specific distinctions.

With the current trend to accelerate the K-3 curriculum, test scores, as well as other measures are being used in screening to determine child readiness, eligibility for promotion or retention, or redirection to transitional grades.

The purpose of an instrument directly affects the validity and reliability of its use in making program placement or non-promotion or retention or delayed grade entry decisions. School placement decisions from test results, whether using "screening," "assessment," or "achievement test" instruments, will be more appropriate for the needs of children when the instruments are valid and reliable. A valid instrument is one which measures what it is supposed to measure. A reliable instrument is one which measures the same thing consistently (it measures the same thing everytime it is used).

2.3.1 Executive Summary of Major Findings

The use of achievement tests and screening procedures with children in the primary grades has reshaped the education program (the "academic push-down" to early grades) and resulted in the placement of children into programs that require an extra year of education without adequate justification.

The research conducted on instruments used to make program placement decisions for children in primary grades reveals specific problems in the selection of instruments, the use of instruments, and the placement decisions.

The available evidence reported in research on methods and instruments documents their lack of validity and reliability for use in making decisions for non-promotion and delayed entry (for readiness and transition programs, and for grade retention).

We offer the following reminders as a "bottom line" perspective from the previous section on "Non-Promotion and Delayed Entry:"

- Even when screening is found to be effective for purposes of prediction, children who are placed in a developmental kindergarten do not do as well as their counterparts who are not held back (Pipitone, 1986).
- Even when children who are not promoted have lower scores on measures of academic achievement, cognitive development, and adaptation to school than children who are promoted, only some are appropriately held back (Sandoval, 1984).

Furthermore, the results of some research provides evidence that early entry into school can be successful with stringent and careful pre-screening. This finding, when considered along with the findings that younger children who are promoted make better progress than similar children who are held back, (refer to "Non-Promotion and Delayed Entry" research) suggests that too much focus may be placed upon age as a factor in placement decisions.

The factors related to screening and assessment include:

- the limits on test-taking for young children;
- developmental screening, assessment, and placement;
- screening for early entry versus delayed entry.

Limits on Test-Taking. The younger the child, the more difficult it is to obtain reliable test scores. Other problems of testing include its effects in changing the curriculum for the early grades ("academic push-down") and the labeling and mislabeling that results from testing.

Developmental Screening, Assessment, and Placement. Schools frequently misuse developmental screening instruments designed to focus on abilities associated with future school progress by using the results to make educational placement decisions rather than for identifying areas which require additional diagnostic testing. The Gesell tests are one example of instruments designed for developmental screening but which have instead been used to make placement decisions.

The research reviews the Gesell Preschool Test and the Gesell School Readiness Test. Several studies show that these tests are used mainly as readiness tests to predict a child's future achievement and to identify a child's developmental age. The research shows that the Gesell tests misidentify the developmental age of many of the children tested (from 30 - 50 percent error rate).

Several other tests make no claim for their use to support placement decisions. The Brigance K and 1 Screen, the DIAL, and Metropolitan Readiness Test, are thoroughly tested as accurate and reliable tools for their expressed purposes. They have not been tested as viable predictors of future performance and disclaim any ability to decide grade placement. This disclaimer, however, has not prevented some of these tests from being used inappropriately to make placement decisions.

Screening for Early Entry v. Delayed Entry. Some limited research indicates that children who are "too young" may successfully enter school at an early age. In the previous section on "Non-Promotion and Delayed Entry," the research also provided evidence that younger children who are allowed to enter a grade rather than delay entry make better progress than similar children who are held back.

2.3.2 Documentation of Research

A. Limits on Test-Taking

The younger the child, the more difficult it is to obtain reliable test scores. "Differences in rates of development and life histories make such false negatives virtually inevitable," (Katz, Rath, Torres, 1987, p. 38). Other problems of testing include the effects in changing the curriculum for the early grades and the labeling and mislabeling that results from testing.

NAEYC states that testing will "harm children intellectually...since curriculum is often designed for children to learn facts instead of more stimulating and challenging activities; create undue stress; leads to labeling and mislabeling; and since tests are generally not culture free, biases are inherent."

"Rigidly standardized and/or highly constrained procedures seriously underestimate the capacities of young children because the children's styles of handling a complex task may be incompatible with the way the task is posed in the test situation...information most useful to teachers' instructional decisions will come much more frequently from informal procedures like performance samples and observational methods because these informal means have the advantage of being used more often and in a more representative sampling of contexts, as well as being ecologically consistent with the nature of early childhood learning and instruction" (NAEYC).

Another limit on test-taking concerns the effect of academic achievement tests on the curriculum for early grades. There is a tendency, if a test is perceived to be of significance, for teachers to shape their instructions to match a test's specific focus. In other words, the curriculum is modeled from the assessment test instead of the assessment test being modeled to inform on the progress of a particular curriculum. This phenomenon applies particularly to standardized achievement tests used in Florida and nationwide.

Documentation related to the academic push-down and test accountability is reported in the previous section on "Non-Promotion and Delayed Entry."

"The most important factor in the attempt to foster optimal learning is what the teacher does in the classroom, and thus assessment should contribute to improving classroom practice. However, Stiggins (1985) found that the information teachers use and need most to teach individual students does not come from standardized tests. Instead, teachers report that they themselves make and form structured performance samples" (Teale, 1988, p. 174).

B. Developmental Screening, Assessment, and Placement

When used as a first step in identifying children who may need further diagnosis in particular areas, developmental screening tests identify special areas that need remediation strategies to be pinpointed with diagnostic and intelligence tests.

When used as they were designed, screening and assessment tests are helpful tools for teachers to respond to children's individual needs for improvement. Most are not designed to predict future progress or to label a child as "developmentally slow" or to test a child for placement in a transitional grade or grade retention.

Developmental readiness and screening tests are different from each other (Meisels, 1987). Developmental screening focuses on abilities associated with future school success. Readiness testing focuses on curriculum-related skills a child has acquired.

Screening tests, such as the Gesell tests, are intended to indicate that "a child might have a problem. They are not supposed to describe the nature or extent of a disability. They simply signal the need for further diagnostic testing," (Billman, 1988). Yet schools are using such tests for placement decisions that functionally set up barriers to entrance to kindergarten and first grade.

"...since the concept of developmental readiness is based firmly on the assumption that development is continuous and progresses unevenly across many different aspects of growth such as cognition, social competence, self-confidence, etc., it is probably unwise and inappropriate to use a single measure -- ANY SINGLE MEASURE -- as a basis for deciding whether or not a child is ready for school," (Katz, Rath, Torres, 1987, pp.24-25).

> **The Gesell Tests**. The Gesell tests, according to most of the research are developmental in content but do not have predictive or valid placement power. In practice, the use of the Gesell tests for screening and placement generally produces a high measurement error.

Reliability data on the Gesell School Readiness Test reveals a standard error of measurement equivalent to six months such that a child measured to be at a 4½ year developmental level may have a true developmental level of 5 years and, with this test, as many as 30 - 50 percent of children will be falsely identified as unready for promotion (Shepard and Smith, 1985) -- a finding which justifies promotion rather than retention or transition or placement in any other type of extra year program.

The "Gesell School Readiness Screening Test, the Gesell Developmental Screening Inventory, Developmental Indicators for the Assessment of Learning, and the Comprehensive Identification Process all lack predictive validity. That means they have identified many children as unready who did well in kindergarten or they have failed to screen out many children who were unsuccessful in meeting the requirements of the kindergarten classroom." (Billman, 1988; cf. Meisels, 1987, Shepard and Smith, 1985, Elkind, 1987, and Bear and Modlin, 1987, cited in Billman, 1988).

"Evidence exists that the Gesell tests are indeed developmental in content. However, the tests do not have the psychometric properties needed to accurately identify superior/immature children and to distinguish between them and children who have cognitive delays and learning disabilities. The children with potential learning handicaps as well as children from low socioeconomic status (i.e., typically those children who exhibited cognitive delays due to deprived backgrounds) will get screened on these tests along with children who are superior/immature. The Gesell tests do not have the high predictive power necessary to accurately differentiate between these groups," (Banerji, 1989, p. 8).

"A review of available evidence yielded predictive correlations of from .28 to .64 in the study with the most favorable data. The Gesell test still misidentified half of the children said to be a risk" (Shepard & Smith, 1985). Four independent reviews of the Gesell Preschool Test (Hains, Ames & Gillespie, 1980) and the Gesell School Readiness Test (Ilg, Ames, Hains, and Gillespie, 1964) in the Ninth Mental Measurements Yearbook (Bradley, 1985; Kaufman, 1985; Naglieri, 1985; Waters, 1985) all found that the tests lack evidence of reliability and validity and suffer form inadequate norms. ...the Gesell tests lack discriminant validity from IQ; thus, despite the difference in names, the Gesell will produce very much the same results as screening by means of IQ tests (cited in Shepard and Smith, 1988, pp. 140-141).

Werner (1965) admonishes the field about the Gesell Developmental Schedules by saying that this instrument "should not be considered a pre-school intelligence test, but as detailed observation schedules for a young child's developmental status." She goes on to say that "predictions about future development cannot be made with the certainty which Gesell has us believe," (cited in Katz, Rath, and Torres, 1987, p. 56).

Scott, Eyster, and Hulse, 1989, reported results from the use of the Gesell School Readiness Screening Test which differ substantially from other studies. Scott, et al. (p. 2) reported that: "The Gesell tests were significantly related to future achievement up to the fourth grade." It is not known whether the training of each primary specialist as a qualified Gesell Developmental Examiner may have contributed to the reported difference. No specific data were provided in the reference document (Scott, et al., 1989, p. 2).

Wood, Powell, and Knoght (1984), found that more than half of those kindergarten age children considered "ready" by the Gesell did not have successful kindergarten experiences, as reported by their classroom teachers (cited in Meisels, 1989, p. 18).

A second study by May and Welch (1984) also revealed major problems with the Gesell's accuracy and found no support for the effectiveness of an extra-year program recommended on the basis of the Gesell test results (cited in Meisels, 1989, p. 18).

In their evaluation report of one school district's kindergarten, Katz, Rath, and Torres noted that parents reported bad experiences in the Gesell Screening (p. 19). Parents also expressed concern about excessive comparison among children, excessive academic pressures, and inadequate communication from the school board (pp. 16-18).

In a paper available directly from the Gesell Institute, Walker (undated) reported on the psychometric properties of Gesell Developmental Assessment (GDA). Conclusions include:

- the GDA has moderate reliability and predictive power
- experienced judges sometimes differ in assessing a child's developmental level and recommending grade placement
- it would be well for placement recommendations to be placed on a record evaluated by more than one rater
- the placement recommendation should consider other sources of information, such as the views of previous teachers and of parents

- examiners should be sharply aware that on the GDA the average child is likely to get a developmental score below the child's CA
- recognizing that disagreement among experienced examiners does occur and that growth sometimes brings changes in relative status, an examiner would do better to be open rather than dogmatic in stance
- evaluation ideally should be an ongoing process, with choice of the best setting for a child open to change as the child grows

> Other Tests. As previously cited, "test experts have shown that none of the available tests are accurate enough to screen children into "extra year" programs without a 50 percent error rate." (Committee on Education, K-12, Status Report: Florida Primary Education Program, Non-promotion in Primary Grades, March 1989, p. 5)
>
> Katz (1988) refers to the practice of placing children in alternative programs based upon the results of such screening as falling "below arbitrary standards of dubious validity. (NAEYC 1988)," (Katz, 1988, p. 8)

The California Achievement Test (CAT) is used by the Georgia Department of Education to determine first grade entry. Georgia administers 64 of 146 items of the CAT test. Even though "the CAT manual states that CAT items may be used to establish reference points for beginning instruction in kindergarten and to predict first grade reading achievement' (CTB/McGraw-Hill, 1988, p. 1)...no predictive validity data are given, nor is the reading test that was used identified" (cited in Meisels, 1989, pp. 19 and 25).

The Brigance K and 1 Screen measures a child's relative preparedness. The test's basic purpose is to measure current achievement and does not predict future performance. The Brigance is a brief criterion-reference readiness test designed to provide a general picture of a young child's language development, motor ability, number skills, body awareness, and auditory and visual discrimination. ... it is in wide use nationally to "rank or group children who are high, average, or lower than their local reference group in order to contribute to readiness decision, and to serve as an indicator for more comprehensive evaluation or referral for special services." No reliability, validity, or standardization data are available for the Brigance" (cited in Meisels, 1989, p. 19).

The Lollipop Test has been validated as a school readiness screening instrument utilizing the Metropolitan Readiness Test as the criterion with subjects in the closing stages of kindergarten programs, (Chew, 1987, p. 467). The Metropolitan Readiness Test has "respectably high correlation with later first grade measures (r=.70-.78; Nurse & McGauvran, 1987). Even so, the use of such a test to identify the one-third of age-eligible children who are unready will produce 33 percent false negative decisions. That is, one-third of the children declared by the test to be unready will have been misidentified simply because the test is a fallible predictor...the Metropolitan was never intended to be used for special placement decisions. Rather, it was designed to guide instructional planning in regular classrooms, and has acceptable validity for this purpose" (Shepard & Smith, 1988, p. 140). Given this evidence, the current use of the Lollipop Test and Metropolitan Readiness Test as screening instruments seems in appropriate.

The DIAL was designed as a screening test and should not be used for diagnostics. (Docherty, 1987, p. 201).

"The principal focus of the Denver Developmental Screening Test (DDST) is to diagnose 'delayed developmental or retardation in order to plan for effective treatment of deviant children (Moriarty, 1972, p. 733). Moriarty has some questions about the appropriateness of the procedures in the DDST dealing with language for children from lower socioeconomic families. She also cautions that in doubtful cases, 'it would seem important to remember the clinical need to look at the whole child in his specific environment'," (Werner, 1985, p. 733; cited in Katz, Rath, and Torres, 1987, p. 56).

"Werner's review of the DDST in the same volume of Buros is less sanguine. She suggests that 'the DDST is not as reliable, valid, sensitive and specific as its authors had hoped' (Werner, 1972, p. 736). She continues, "the DDST appears to be a fairly satisfactory screening tool, at 4 - 4½ year of age, but even here its concurrent validity is lower than that of other screening tests, such as the Peabody Picture Vocabulary Test" (p.7 36). She further cautions that it is "doubtful whether the author's claim is justified that [after] a few hours training almost any adult can administer this test competently," cited in Katz, Rath, and Torres, 1987, p. 56).

Staffing. "...the kind of staffing procedures being recommended for making decisions about retention were used to identify learning disabilities; they proved to be costly and resulted in correct identifications less than half the time," (Shepard, Smith, and Vojir, 1983, cited in Smith and Shepard, 1987, p. 134).

Screening for Early Entry v. Delayed Entry

In the previous section on "Non-Promotion and Delayed Entry," the research documented evidence that younger children who are promoted or allowed to enter school do better than their counterparts who are held back. Early entry can also be successful.

Concern about younger chronological age and possible placement too early in school has led to some programs of screening that delay entry or result in transition placement while others are designed to allow even very young children to enter school when "ready." Some indicators of readiness have led to early entry with positive outcomes. (The negative effects on young children who are delayed or not promoted are described earlier in "Non-Promotion and Delayed Entry".)

Stringent and careful pre-screening which allows "only the intellectually or academically advanced children...to enter school at an early age" produces more long-term positive results (Miller, 1957, cited in Brayman and Piersel, 1987, pp. 182-183). Careful screening was defined as readiness screening by the school psychologist on mental, physical, and social maturity to determine readiness after which children were accepted into grade one on a six-week trial basis.

Other programs of screening leading to positive achievement for young children judged to be superior in intelligence included:

- special screening through the Early School Admission Program (with later achievement measured by data from the Iowa Test of Basic Skills, ITBS) (Ahr, 1965, cited in Brayman and Piersel, 1987, pp. 183, 186)
    - social and emotional behavior similar to a young kindergartner
    - 120 IQ on the Minnesota Preschool Scale
    - successfully passed physical exam
- diagnostic assessment (Obrzut, 1984 cited in Brayman and Piersel, 1987, p. 186)
    - 132 IQ on Stanford-Binet
    - above average on Bender Visual-Motor Gestalt Test or Bery Developmental Test of Visual Motor Integration
    - informal measures of pre-academic readiness
    - observations by the school psychologist of social/emotional maturity with corroboration by a parent

2.4 Parent Involvement

Four major questions guided the review of research for this section of the report.

- Why is parent involvement important?
- Why are parents reluctant to get involved?
- Does parent involvement help children perform better in school?
- What is the effect of discontinuity between school and home?

Parents who are involved in their child's education are likely to have their child benefit from their positive influence which in turn can help their child in school. When public school programs become more responsive to families, open two-way communication between teachers and parents enhances the level of information about the child. This communication is important in bridging the two environments of home and school for the child. Encouraging busy parents to get involved and at the same time providing teachers with the resources to respond to parents, is an important first step in building a viable link between parents and teachers.

2.4.1 Executive Summary of Findings

Parent involvement seems to have short-term advantages of improving a child's self esteem and academic achievement. While there has been no conclusive research which proves that parent involvement programs are the reason for academic success, available research suggests that the amount of parent involvement may be a key factor.

The issues addressed in this section on parent involvement include:

- home/school discontinuity
- amount of parent involvement
- barriers to parent involvement.

Home/School Discontinuity. Children with diverse ethnic and socioeconomic backgrounds find school very different from their home environments. Differences in language, behavioral expectations, and value systems can place these children "at-risk" for failure unless these differences are recognized and incorporated in the program.

Amount of Parent Involvement. Some research reports positive affects of parent involvement in schooling on a child's self-esteem, academic achievement, child-school relationship, and child-parent relationship. The challenge is for schools is to increase the amount of participation and involve more of the parents.

Barriers to Parent Involvement. With dual career lifestyles, more single parents, cultural diversity, and other changes, parent programs call for more innovative approaches that will allow equal access for all families. There are many factors which keep parents from getting involved in their child's education experience. Some reasons include busy schedules, different priorities, feelings of not being welcome, and a reaction to institutional social and racial biases.

2.4.2 Documentation of Research

A. Home/School Discontinuity

Discontinuity between the home and school interferes with a child's success in school. Factors of discontinuity include culture, language, values, expectations, behavior, and lifestyles.

The congruence between families and early childhood programs and the frequency in which members of one setting are present in the other setting can play an important role in a child's first educational experiences. Although some differences are important in preparing children for diversity in later years, differences in socialization practices, ethnic variance, and different language usage, place children with ethnic minority backgrounds "at-risk" for scholastic failure. Once the variety of backgrounds is understood and incorporated in the child's educational program, schools will change from their traditional practices. Free interaction between parents and teachers helps to break the influences of the dominant culture, and smooth the discontinuity between home and school.

"Laosa (1982) has pointed to the level of parental schooling as a major influence on a child's adaptation to the demands of a standard classroom. He hypothesizes that children of more highly schooled parents learn to master in their homes the form and dynamics of teaching and learning processes that are similar to those of the school classroom. Because children learn to master classroom-like interaction processes in their homes, they have a decided advantage over children of lower schooling that have comparatively little adaptive value in the classroom" (cited in Powell, 1989, p. 35).

The Kamehameha Early Education Program (KEEP), a strong parent involvement program, has developed and examined a culturally compatible language arts program for kindergarten through third grade children of Hawaiian ancestry (Tharp et al., 1984). Hawaiian children in standard schools are among the lower achieving minorities in the United Sates, but in KEEP classrooms they have been found to approach national norms on standard achievement tests (Tharp, 1982; Tharp & Gillimore, 1988) (cited in Powell, 1989, pp. 34-35).

"There are discontinuities between parents and teachers in values, expectations of child behavior, and styles of adult-child interaction. The differences appear to be greatest for children whose parents are non-Anglo and not middle class. The effects on children of discontinuities between families and early childhood programs are not known, although it can be inferred from existing research that home-school differences are likely to constitute an educational risk for children whose parents have limited formal education and/or are of some ethnic minority backgrounds (especially Black, Hispanic, and Native American)." (Powell, 1989, pp. 49-50)

B. Amount of Parent Involvement

Parent involvement may affect academic success, but the amount of involvement may be the critical variable. Encouraging a high degree of family enthusiasm for their children's public schools is one of the best ways in which teachers can attempt to build children's self esteem, reduce discipline problems, and boost children's regard for themselves as learners. In addition, parents can add insight and information that can help teachers better evaluate a child's needs. Parents also can benefit from parent programs by learning good parenting skills and by understanding what goes on at school. If parents know what is going on in school and approve of it, children will understand that their progress is important.

There are many gaps in the current research knowledge on the effects of parent participation in early childhood programs (Powell, 1989, p. 85). Researchers have reported that parent participation in their children's schooling frequently enhances child's self-esteem, improves parent-child relationships, and helps parents develop positive attitudes towards school. Most evaluations have found positive short-term effects on child and mother, and some long term effects on family variables. Although specific progress in school has not been researched conclusively, the USDOE (1986, p. 19) reports a number of studies showing that parent involvement improves performance on school work.

Parents that read to their children at home help improve reading scores (Becher, 1987, p. 46).

"Evaluation of early intervention programs that work directly with parents indicates that, despite variations in intent and strategy, they can have a considerable positive impact on children's lives, both in school and out" (Kagan, 1989, p.109).

"Current research tells us much about children's behavior, development and needs. By communicating this information to parents at an early time in their child's development, and supporting them in their parenting efforts, the educational system can benefit both child and adult" (Kristensen and Billman, 1987).

A premise of the staff-parent interaction component is that "programs cannot adequately meet the needs of children unless they also recognize the importance of the child's family and develop strategies to work effectively with families" (National Academy of Early Childhood Programs, 1984, p. 15) (cited in Powell, 1989, p. 9).

The Early Childhood Task Force of the National Association of State Boards of Education recently issued a report, titled Right From the Start, that focuses on school reform in the early years of education (through age 8). The report calls for elementary schools to establish early childhood units that "launch new plans for parental outreach and family support in which parents are valued as primary influences in the children's lives and are essential partners in their evaluation". (Shultz & Lombardi, 1989, p. 8)

There seems to be little reason to believe that the amount of instruction schools give parents in what to do to "teach" their children relates to children's self-esteem and long-term achievement aspirations. There is also little evidence that the amount of parent involvement in their children's schools is a critical variable; a very small amount may do the trick. It seems to be the amount of respect given to the parent is relevant to children's attitudes (Greenburg, 1989, p. 62).

"Only a handful of experimental evaluations have been carried out on parent-oriented early intervention programs. Most evaluations have found positive short-term effects on child and mother, and several studies have uncovered promising long-term effects on family variables but not on child IQ. Existing research on parent programs has failed to identify a superior curriculum content, but post-hoc analysis suggests that the number of program contacts and range of services offered to the family may be associated with the magnitude of program effects" (Powell, 1989, p. 112).

"The existing research points to marked variations between and within early childhood settings regarding levels of program-parent interaction. This conclusion limits generalizations about levels of parent-staff interaction and suggests that for many programs a major challenge is to extend parental participation beyond a small cadre of highly involved parents" (Powell, 1989, p. 86).

The research on the impact of parenting programs in a report from Education Week, May 9, 1990, includes the following successes.

- In a 1985 follow-up study to the pilot phase of Missouri's Parents as Teachers program, 3 year-olds enrolled in the program were significantly ahead of a control group in language, intellectual, and social skills, and their parents were more knowledgeable about childbearing issues.

  In a second phase of the study, completed in 1989, participating children scored significantly higher than their classmates on standardized reading and math tests at the end of the 1st grade. Teachers also rated them higher in reading, math, language arts, social development, work habits, and physical fitness.

  The teachers also reported that significantly more parents participating in the program sought parent-teacher conferences and took part in school activities.

- A 1983 evaluation of the Canton, Ohio, Parent-Child Education Program has produced evidence of long-term cognitive gains for project participants. The study, which examined the progress of 100 kindergarten to 10th-grade children who participated in the program beginning in 1972, showed that project children scored above the city and national averages on standardized tests every year.

  In addition, one-fourth of their parents pursued further schooling or job training, and many reported improved communication skills, discipline methods and nutritional practices.

- Parents who participated in Kentucky's Parent and Child Education program, which teaches parents and young children simultaneously in a public school setting, showed increased literacy rates and improved educational expectations for their children.

  Six states are replicating the program, which offers adult and early-childhood education as well as training in parenting and guided parent-child interaction.

C. Barriers to Parent Involvement

There are many reasons why some parents do not get involved in parent programs. Very common reasons include conflicts with schedules, lack of transportation, and not being informed of meetings in time. Often parents do not make school involvement a priority in their lives. Other parents may feel uneasy in the school setting because of past experiences when they were in school or because of perceived differences in culture and socioeconomic levels of the teachers. Some parents who are uninvolved may not understand the importance of parent involvement or may think they do not have the skills to be able to help. Still others may hesitate because they fear they are overstepping their bounds in the school. All these reasons in whole or in part contribute to parents not getting involved. Most parents are very interested in their children's education and their lack of involvement is not a sign of disinterest.

"Changing family characteristics -- increasing single parent households, cultural diversity and ethnic minority status, dual-worker or dual-career lifestyles, reconstituted ("blended") family arrangements, struggle with real or perceived economic pressures, and geographic mobility that decreases access to support traditionally available from extended family members" are among the major changes (Powell, 1989, p.15). With these changes, challenges to childhood education are presented.

- Parents are increasingly unlikely to be available for traditional modes of parent participation in program activity.
- The content of preschool and elementary school classrooms assumes a level of quality in children's family-based socialization experiences that may not be provided by a growing number of families at all economic levels.
- Educators are increasingly called upon to develop appropriate responses to family from cultural and linguistic minority backgrounds.

Other barriers to parent involvement are cited in Chapter 3 of this study including competing family agendas such as providing for food and shelter and fears and frustrations of involvement with the school system.

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2.5 School Schedules, Structure, and Characteristics

School schedules, structure, and related issues also affect performance of children in the primary grades. The issues reviewed in this section include:

- the extended school year and school day
- summer school programs
- class size and student/teacher ratio
- characteristics of schools.

2.5.1 Executive Summary of Major Findings

The following questions guided the review of research for this section of the report.

- What are the effects of an extended school year and extended school day on education in the primary grades?
- What are the effects of summer school programs on education in the primary grades?
- What are the effects of different class sizes and student/teacher ratios on education in the primary grades?
- What characteristics of schools, if any, are associated with improved achievement, especially for at-risk or disadvantaged students?

Extended School Year and Extended School Day. Students, teachers, parents, and taxpayers benefit from the extended school year. In the extended school year, the school operates nearly year round with single or multi-tracks in which some students and teachers will be in vacation periods while the others continue in school. Some schools have combined the extended school year with the extended school day to include more educational opportunities for children. Students who have participated in fully implemented expanded day programs gain as much or more in achievement than those in traditional schedules. Disadvantaged and migrant students benefit substantially due to reduced retention losses normally experienced in the longer summer breaks from school. Some research reports the added benefits of fewer discipline problems, fewer absences, and better attitudes toward school. Teachers benefit from more frequent vacations, more opportunities to increase their salaries within the teaching field, and reduced stress (perhaps due to less overcrowding, fewer student behavior problems, and frequent vacation periods). Parents benefit from reduced demands for child care or other special programs for their children during summer months. Taxpayers benefit from cost savings from reduced construction to meet increasing student enrollment since the extended year generally will accommodate 33 percent more students in the same space making the extended school year an appealing option in planning for future growth. Cost savings appear to range from $100 to $130 per student, representing a six percent reduction in overall operating costs.

When the extended school day becomes part of the extended school year, more opportunities for enrichment and remediation also become available to students, benefit of special value for a diverse student population.

The extended school year and day requires greater attention to communication, scheduling, recordkeeping, teacher in-service, and operating costs.

Successful implementation of the extended school year and day requires deliberate activities to build extensive support and planning with students, parents, teachers, school board members, and any other partners in education who are affected by such major change in the education system.

Summer School Programs. Limited available research indicates that at-risk students benefit from summer school, that principals and teachers support summer school, and that redefining summer school as an accelerated promotion program has associated prospects for relieving student overcrowding and offering the academic benefits associated with the extended school year.

Class Size and Student/Teacher Ratio. Students receive more individualized instruction and improve performance in class sizes of less than 22. The most effective reported student/teacher ratio was 16:1. Other benefits such as improved self-concept of students and enriched curriculum also have been reported. The limited research findings reported from the 80's support the findings from the more extensive research of the 70's: a clear relationship between class size and student achievement.

Characteristics of Schools. Characteristics of schools which improve the achievement of students, especially those who are at-risk or disadvantaged, include:

- greater expectations for students
- vigorous instructional leadership
- clear and fair decisions by principals
- a disciplined environment
- instructional practices focused on basic skills and achievement
- teacher collegiality in support of student achievement
- frequent review of student progress
- mutual support by principals, teachers, students, and parents for the goals, methods, and content of the schools' programs.

2.5.2 Documentation of Research

A. Extended School Year and Extended School Day

Extended School Year. The extended school year has schedules such as 45/15, 60/20, 60/15, and Concept 6. These numbers designate, respectively, four 45-day sessions with 15-day vacation periods between each, three 60-day sessions with 20-day or 15-day vacation periods between each, and six 43-day sessions. Students, teachers, parents, and taxpayers benefit from the extended school year, but great care must be taken in making the initial changeover to the extended calendar. Any single key person or group that does not support the changeover to the extended calendar can prevent successful implementation of the change in spite of the many advantages offered by the change. One noteworthy caution: during the first year of implementation, achievement scores may drop, but after the changeover year, they may be expected to increase.

Note: Appendix G contains the following materials: 1) an article which describes the implementation of several year-round programs and several important issues to consider in planning for the extended year: Carriedo, R.A. and Goren, P.D., Year Round Education through Multitrack, Schools, 1989; 2) a list of resources to contact for additional information about program implementation on the extended school year and related concepts; 3) materials on teacher involvement in decision-making for more effective schools, including a list of contacts for exemplary programs in Florida and a synopsis of related articles available from the Office of Policy Research and Improvement (OPRI), Education Resource Center, Florida Department of Education.

The year-round programs dated back to the 1800's and early 1900's (Locker, 1989). By the late 60's, year-round programs again received support primarily motivated by the need to get optimum use of school facilities and to save money. OPRI has prepared a separate report on Innovative Facility Use: Accommodating Growth. In this report, OPRI describes the following calendar options:

- extended year program (the school year is extended to a maximum of 240 instructional days)
- year-round school (schools are open twelve months, with students attending 180 instructional days)
- other calendar options that may be developed.

Mayo (1988 cited in OPRI, p. 3) lists the most popular modified school calendars for year-round education:

- 45/15 - four 45-day sessions separated by 15-day vacation periods
- 60/20 - three 60-day sessions separated by 20-day vacation periods
- 60/15 - three 60-day sessions separated by 15-day vacation periods
- Concept 6 - six instructional terms with 43 days in each

In a single track calendar, teachers and students follow the same schedule. In a multi-track calendar one track is on vacation while the others are in session. Schools usually include four tracks in the multi-track calendar.

With multi-track calendars, the 45/15, 60/20, and 60/15 options allow school capacity to increase by 25 percent. The Concept 6 plan allows a 50 percent increase using a shortened academic year (163 days) and a lengthened school day.

Intersession plans are an optional addition to any year-round program, designed to provide additional educational opportunities in short periods of calendar time. The concept of scheduling for these supplemental programs is similar to the summer school concept, but not limited to the summer time period. Intersession programs also do not need to be restricted to school sites and the usual school hours. They may be offered off-campus, after school, or on Saturdays to provide continuously available learning options.

OPRI reports on the implementation of year-round schedules (p. 6):

> There are currently 628 private and public schools on modified school calendars in 19 states, with a total enrollment of 522,525 students. California leads in the number of districts on year-round schedules, but Colorado, Michigan, Ohio, Texas, Oregon, Idaho, Nevada, Missouri, Utah, and Virginia all have one or more districts that adopted a year-round plan (Ballinger, 1988). By the beginning of the 1990-91 school year, it is estimated 26 states will have modified calendar programs. Approximately a third of the year-round schools in the U.S. have been organized to improve academic achievement, the others to reduce overcrowding.
>
> The National Association for Year Round Education (NAYRE) 6901 Linda Vista Road, San Diego, CA 9211 will refer interested school districts to successful programs and speakers throughout the county.
>
> In Florida, the year-round programs include:
>
> - Wyoming Park Elementary, Marion County, 60/15, 5-track, student has same teacher all year, with students "off-track" at same time as their teachers (Mayo, 1988 cited in OPRI, 1990, p. 7).
> - Orange County, three pilot programs in elementary schools beginning in summer 1990, one 60/15 single track, two 60/15 multi-track (Locker, 1988 cited in OPRI, 1990, p. 7).
> - Okaloosa County, planned for operation by 1993-94.

- Bay, Brevard, Clay, Duval, Escambia, Flagler, Indian River, Lake, Osceola, Pinellas, Polk, and Seminole school districts also are considering year-round programs (OPRI, 1990, p. 7).

Where achievement results have been reported, the results have tended to be favorable, as follows:

- "...a higher percentage of year-round schools in grades 3, 6, and 8, met their achievement goals than did non-year-round schools" in eight studies in California in 1987 (Locker, 1989)
- "year-round education students held an edge over traditional students in reading and math" in the K-8 system of 11,600 students in the Oxnard School District between Los Angeles and Santa Barbara, California, where the year-round system was phased in at every school from 1976 to 1986 (Locker, 1989)
- "Achievement scores have improved in Los Angeles and Denver, as well as in communities like Beuna Vista, Virginia; Sandy, Utah; and Oxnard, California" (Ballinger, 1988, cited in OPRI, 1990, p. 4)
- "...students in single track year-round programs performed at or above predicted levels. This was true regardless of district, socioeconomic status, or English-speaking ability" in an analysis of the California Assessment Program reading and math scores (Quinlan, 1987, cited in OPRI, 1990, p. 5)
- the Task force on School Facilities in Time for Results: The Governor's 1991 Report on Education concluded that we now have proof that many students learn more when they do not have three-month vacations..." (Locker, 1989)
- the educationally disadvantaged student (all who score below national averages) "...gained an average of one year, three months during the school year and an average of one additional month's growth in the summer. The educationally disadvantaged student increases one year and one month during the school year, and decreases three to four months during the summer for a net growth of seven to eight months. At the end of seven years, the advantaged child scores at the ninth grade-plus level and the disadvantaged child scores at fourth to fifth grade level and becomes a potential dropout" (cf. San Diego Office of Education, cited in Locker, 1989).
- the most recent study on year-round education in Utah by Brigham Young University found "more year-round calendar schools had improved rather than decreased or stayed the same in achievement (compared to traditional schools and that statewide there was a statistically significant increase in achievement scores at schools on year-round calendars" (Moody, 1990, cited in OPRI, 1990, pg. 5).

Other favorable findings related to achievement include:

- "...youngsters trying to learn English also do better in year-round programs. When learning a new language, constant usage year round is more successful than having students return to a home where English isn't spoken for a three-month summer vacation. They lost many language skills every summer," (Ballinger, cited in Locker, 1989)

- "...studies on learning and retention demonstrate that disadvantaged and migrant students suffer most severely from retention losses during breaks from school" (OPRI, 1990, p. 4)

- "less 'down-time' for students' and less 'learning loss'," (Glines, 1987, cited in OPRI, 1990, p. 4); "because students' education is not interrupted by a long summer break, they retain more of what they learn and teachers devote less time to reviewing what students have forgotten," (Parrish, 1989, cited in OPRI, 1990, p. 5)

Some studies have found no significant differences in achievement for students in year-round programs compared to those in regular calendar schools (Locker, 1989 reporting on the 1985 Pasco County year-round program which included many administrative changes; Adkin, Atwood, Baker, Doby, and Doherty, 1983, cited in OPRI, 1990, p. 4; Oxnard School District, n.d., cited in OPRI, 1990, p. 4)

Some studies have found that achievement scores may drop in the first year of implementation of a year-round program, but improve later after adaptation to the program (Alkin, et al., 1983, and Moody, 1990, cited in OPRI, 1990, p. 5).

One study reported that "year-round multi-track students performed below predicted levels" in an analysis of the California Assessment Program reading and math scores (Quinlan, 1987, cited in OPRI, 1990, p. 4).

Other results of year-round programs, where they have been fully implemented include:

- In a 45/15 continuous school year plan in 1970 in Romeo, Illinois "parents could schedule their vacations to match the students' vacation periods, capital investment in school buildings was reduced by $5 million since the currently existing building could accommodate one-third more students, it was educationally sound, teachers could increase their annual earnings, and the plan met the Illinois requirement for a minimum of 176 schools days" (Locker, 1989)

- Year-round multi-track schedules allow a school to educate 20-50 percent more students in the same amount of space, 33 percent more is a reasonable expectation," (Mayo, 1988; Merrell, 1980, cited in OPRI, 1990, p. 5)

- "In 1974, the Los Angeles Unified School District (LAUSD) started year-round education pilots in two elementary schools. One school was on a multi-track system to alleviate overcrowding. The other was not overcrowded and went on a single-track calendar for the educational benefits. After two years, reports showed the reaction to the program by staff and parents to be highly favorable" (Locker, 1989).

- "The summer, 1988 issues of The Year-Rounder stated that the Utah Taxpayers Association reported that Utah has saved over 409 million dollars in school construction due to the increased adoption of various school scheduling alternatives, including year-round education. This virtual halt in school construction has resulted in a drop of more than $100 per student in education spending since 1985" (Locker, 1989).

- By adding extended days to year-round scheduling, Utah has estimated savings of as much as $40 million worth of school facilities construction (Horyna, 1989, cited in OPRI, 1990)

- At the Oxnard School District in California, fewer new buildings needed to be built because of the year-round calendar (OPRI, p. 5). Oxnard "...was able to document an annual cost savings of approximately $130 per student. This represents a six percent reduction in operational costs. They attribute these savings to a reduction in teacher and student absences and school vandalism."

Other advantages for year-round education include:

- options for teachers to increase their salaries within the teaching profession (Locker, 1989)

- more appropriate activities for children in summer in lieu of "round-the-clock television watching and unsupervised play" (Locker, 1989)

- the ability to more quickly accommodate a rapidly expanding population of students without overcrowding existing space or enduring the delays and expense of construction (Locker, 1989, OPRI, 1990, p. 3)

- reduced teacher and student burnout because of more frequent vacations (Young and Berger, 1989; Aiken, et al, 1983, Mayo, 1989, cited in OPRI, 1990, p. 5)

- teacher preference for a year-round program because of improved curriculum, increased income when working as substitutes during intersession periods, and reduced stress (ibid, p. 5)

- student preference for a year-round calendar (Ballinger, 1987, Quinlan, 1987, Young and Berger, 1983, Mayo, cited in OPRI, 1990, p. 6)

- more positive student behaviors and reduced vandalism, discipline referrals, and absenteeism (ibid., p. 6, cf. Locker, 1989)

Disadvantages of year-round education include:

- increases in annual operating costs (Mayo, 1988, cited in OPRI, 1990, p. 6)

- increases in recordkeeping and communication demands among administrators, teachers, students, and their families (Mayo, 1989, cited in OPRI, p. 6)

- increased scheduling demands for classes, extracurricular activities, transportation, and maintenance (Gilroy Unified School District, cited in OPRI, p. 6)

- possible reduction in opportunities for staff professional growth since the long summer vacation is no longer available for pursuit of an advanced degree at a college or university (Ballinger, 1987, Mssati, 1981, cited in OPRI, 1990, p. 6)

Results of past program implementation indicate that the year-round program can be implemented successfully under the following conditions:

- when lack of money to expand school facilities, such as "Proposition 13" in California, forces schools to create schedules for more effective use of existing facilities

- when year-round programs are phased in over a couple of years, including pilot programs

- when principals, teachers, and parents are involved in the planning for year-round education along with the students and administrators

- when year-round education has full-board approval

- when year-round education has full-support from administrators, principals, teachers, parents, and students.

Year-round programs which have been only partially implemented or which have been abandoned included voluntary programs and/or programs implemented too quickly without teacher and parent input, and without full school-board support. Those who tried and then abandoned a year-round program did not do so for educational reasons; they did so for other reasons including inadequate planning, voluntary participation, and lack of support from the educational and family community.

Also, OPRI has compiled a separate set of research articles on teacher involvement in decision-making which should be reviewed as part of any plan to consider an extended school-year calendar. Exhibit 2-1 provides a summary of "pros" and "cons" of modified school calendars. Exhibit 2-2 provides a comparison of "advantages" and "disadvantages" of the different extended year school calendars.

> **Extended School Day**. Extensive research has supported the extended or full-day kindergarten for some years. Less research documents the effects of the extended school day for other grades. However, the available evidence regarding time on task and the effects of extended day schedules, together with past research on extended and full-day kindergarten programs strongly endorses the benefits of the extended day. Benefits include more opportunities for enrichment, remediation, and specialized programs; increased capacity for education, more students; increased study skills and related learning and achievement; greater flexibility and smaller class sizes.
>
> The extended school day requires greater attention to scheduling and care to avoid overloading or overcrowding support facilities in the community.

The following research citations concerning the extended school day include information on the impact of how teachers and students use available time, the findings of extended day schedules, and a review of related research on the extended and full day versus half-day kindergarten program.

EXHIBIT 2-1

MODIFIED SCHOOL CALENDARS- -PROS & CONS

PROS

- Enhances learning.
- Teachers and students return from breaks refreshed and motivated.
- Reduces discipline problems and vandalism.
- Better student and teacher attendance.
- Reduces teacher stress.
- Provides time for student enrichment classes during intersessions.
- Allows families to take vacations during other seasons and when vacation destinations are less crowded.
- Eases overcrowding and makes better use of facilities.
- Parents with seasonal jobs, or in the military, can choose a calendar that allows more time for the family to be together.
- Teachers can work in their profession year-round by substituting in schools with different calendars.
- Medical appointments can be scheduled during breaks.
- Opportunities for school-based management, shared decision-making.

CONS

- Change is difficult.
- Parents must arrange day care during fall and spring breaks.
- Different schedules for elementary children and older children can be inconvenient.
- Teachers' children might attend a school on a different calendar.
- In-service days for teachers are harder to schedule.
- Working on an advanced degree during summer can be difficult for teachers.
- Summer vacation is shorter.
- Getting students to study while friends are on breaks.
- Increase in administrative, clerical, and counseling time in multi-track schools.
- Communication with off-track parents, teachers and students.
- Families might not get their first choice for calendar track.
- Students in multi-track schools may miss some school events.
- Some teachers prefer longer summer break for multiple reasons.

Excerpts from: Innovative Facility Use: Accommodating Growth, Office of Policy Research and Improvement (OPRI) Education Resource Center, Florida Department of Education.

EXHIBIT 2-2

Advantages and Disadvantages of Year-Round Calendars

Three-Track Calendars:

	Advantages	Disadvantages
Concept-Six	- Increases capacity by 50% - Long instructional blocks - Time and space for intersession is increased	- Longer academic day - One week off for winter vacation - 163 days of instruction instead of 180
Concept-Six Modified	- Increase capacity by 50% - Less moves for roving elementary teachers when compared to 45/15	- 163 days of instruction instead of 180 - Longer academic day - One week off for winter vacation

FOUR-TRACK CALENDARS:

	Advantages	Disadvantages
45/15	- Short vacation periods - 180 days of instruction available - Increases a school's capacity by 33%	- Large number of moves for each roving elementary teacher - Short blocks of instructional time on Tracks B and C - Start-up and endings for each track are numerous
60/20	- Longer vacation (4 weeks) than in 45/15 - Longer blocks of instructional time than in 45/15 - Teachers are more willing to substitute than in 45/15 - Intersession is easier to schedule when compared to the 45/15 calendar - One less in/out for each track than in 45/15 - Twenty-five percent fewer moves for roving elementary teachers compared to the 45/15 - 180 days of instruction available - Increases a school's capacity by 33%	- Number of moves for each roving elementary teacher is more than in the 90/30
90/30	**Advantages**	**Disadvantages**
	- Longer instructional blocks than 60/20 or 45/15 - Intersession easier to schedule than in 60/20 or 45/15 - Fewer changes for roving elementary teachers and affected students than in 60/20 or 45/15 - 180 days of instruction available - Increases a school's capacity by 33%	- All terms do not have a summer break

Excerpts from: Innovative Facility Use: Accommodating Growth, Office of Policy Research and Improvement (OPRI) Education Resource Center, Florida Department of Education.

Quartarola (1984) in a review of time on task and the extended school day/year reported the following findings.

- Time on task appears to be a powerful variable underlying achievement differences.

- Notwithstanding the effects of time on task, the teacher's role also is significant when:

  1) teachers receive immediate feedback and support on their roles

  2) teachers give feedback to students regarding their academic progress and specific suggestions for revisions

  3) teachers control the quality and quantity of time on task.

- Increasing the number of instructional hours by extending the school day or year has increased student achievement in a number of studies (Wiley and Harnischfeger, 1974, Karweit, 1976, Heyns, 1978, Stallings, 1975-76, Gilbert and Price, 1981, cited in Quartarola, 1984, pp. C2-C3). Reported benefits include the ones listed below.

  1) Wiley and Harnischfeger (1974) in their analysis of data from the Coleman report (Coleman, 1966, cited in Quartarola, 1984, p. C.2), a major study on the effect of schooling, used a prediction equation based on the hours of schooling as they related to achievement. They reported that "24% more schooling would result in a gain of 2/3 grade in reading and 1/3 grade in math," (Quartarola, 1984, p. C.3).

  2) Stallings (1985-86) found that the longer school day was positively related to achievement in both reading and math when the length of the school day varied by as much as two hours per day across classrooms.

  3) Gilbert and Price (1981) reported that teachers and counselors perceived a positive impact upon reading attitudes and behavior. Other findings included more time for students to:

     a) increase their study skills
     b) complete homework
     c) engage in enrichment projects

- Extending the school day to shorten the school week and provide the same amount of instructional time had no effect on achievement or interest in school although the "four-day school week did generate solid support from the parents, teachers, and students."

- A number of studies have found that the amount of the student's time on task, not simply additional time alone, increased student learning and achievement (Filby, Fisher, and Morliave, 1979, Anderson, 1980, and Bloom 1984, cited in Quartarola, 1984, pp. C.4-C.5).
- Additional studies have found that the amount of the teacher's time on task, including informative feedback given to students increased student achievement (Airaisian, 1969, Block, 1970, Bloom, Hastings, and Madaus, 1981, and Young, 1980, cited in Quartarola, 1984, p. C.5).
- One study, Soar (1973 cited in Quartarola, 1984, p. C.3) found a negative relationship of length of the school day to achievement gain in first grade.
- Another reviewer reported that "the results of the extended day/year are primarily immediate and not long-term," Karweit, 1987, p. 9); cf. Lazar et al., 1977, and McKey, 1985, cited in Karweit).

OPRI reports a number of observations about the extended school day that are summarized in Exhibit 2-3. These observations on "Restructured (or Extended) School Day" include descriptions of the extended day program in Florida and Utah, and extended day programs for enrichment and remediation programs as part of longer days or as an extension to "Saturday School".

The research on extended and full-day versus half day kindergarten programs also lends support to the benefits of the extended school day. The research findings included the following.

- Older children gained most from a full-day kindergarten program, younger children also gained (St. Louis Public Schools Report, 1987, p.26).
- Children in extended day programs appear to benefit from a quality full-day kindergarten experience (Biermiller, 1983; Finkalsteen, 1983; Humphrey, 1983; Adock, Hess, and Mitchell, 1980; Anderson, 1983, 1985; Half Hollow Hills School District, 1983; Humphrey, 1980, Oelerich, 1984; Stinard, 1982, Terens, 1984; New York City Board of Education, 1985; Madison Metropolitan School District, 1985; cited in Puleo, 1988, p. 430).

EXHIBIT 2-3

RESTRUCTURED (or Extended) SCHOOL DAY

The restructured (or extended) school day increases the number of hours available to schedule classes. This plan can help to relieve overcrowding and assist students who need to work. In addition, it is flexible, suiting family needs, and it allows students additional credits for acceleration or remediation.

OBSERVATIONS

- This plan can be implemented quickly.
- The extended day can allow funding costs to be shared with the adult school program.
- Alternative schedules provide flexibility for all students.
- The flexible schedules provide relief for students who need to start school earlier or later than normal times, or who need extra credits.
- Smaller class size, which is typical in the extended portion of the day, results in more individualized attention and instruction for students.
- Extended-day programs can change staffing patterns so that fewer teachers and classrooms are needed to teach the same number of students. Capacity can also be increased through extended-day schedules by as much as 20%. Increased capacity is achieved by lengthening the teaching day, changing class size, and staggering the student school day (Highland Elementary, 1987; Horyna, 1989).
- The extended day plan could overload or overcrowd support facilities.
- Students may have more free periods, requiring the development of classes as alternatives to traditional study hall.

Florida

Hialeah High School in Dade County has developed a 14 Period Day Program. Initially, the school day was extended to ten periods (7:30 a.m. to 5:10 p.m.). The night school program continued on its normal schedule (6:00 p.m. to 10:00 p.m.), making the equivalent of fourteen periods. Students are given the option of enrolling in any seven (or more) periods. Eventually, classes after 2:30 will be available for both regular and adult students. There will be no distinction between the two programs, and all students will earn the same diploma (Wargo, 1989). Reducing the dropout rate has been an unanticipated outcome of this program.

Utah

There are 35 extended-day programs in Utah's public schools. Most tend to be modified shifts, with the first session arriving at 8:00 a.m. and, the second arriving at 10:00 a.m.. All students are in school until 2:00 p.m. when the first shift leaves. The second shift is there until 4:00 p.m.. This leaves the extended portion of the day, 8:00 - 10:00 and 2:00 - 4:00, for core instruction in smaller, less crowded groupings.

ENRICHMENT PROGRAMS

Enrichment programs usually operate on the days that school is in session. The morning session usually consists of informal, nonstructured activities, while the afternoon session usually consists of more structured activities. Many schools charge enrollment fees to provide revenue for hiring staff, purchasing supplies, and meeting other operational costs (Lorreto Community School, n.d.).

OBSERVATIONS

- Enrichment programs can provide an alternative to private day-care programs.
- The extended day could increase clerical, administrative, and teaching duties. This could result in the revision of teacher and staff contracts.

Examples:

Florida

Many districts in Florida offer extended day programs. For example, the Extended Day Programs in Duval County, currently in place at 50 elementary schools, provide before and after school enrichment activities for over 5500 students at a maximum fee of $20.00 per week. Programs operate from 7:15 a.m. to 8:45 a.m. and from 3:30 p.m. to 5:45 p.m. on days when schools are in session (Duval County School Board, 1990).

SATURDAYSCHOOL

In some instances "Saturday School" has been instituted for the remediation of behavior problems, while in others students who wish to improve their skills voluntarily attend classes on Saturday.

Examples:

Florida

Driftwood Elementary School in Broward County and Ivey Lane Elementary School in Orange County use "Saturday School" to remediate behavior problems. Dade County offers voluntary Saturday morning classes in more than 20 schools. Students work with computer games and musical instruments in a relaxed atmosphere to improve mathematics and reading skills. The program has received national attention as a potential approach to reducing the dropout rate. This year the Saturday School Program will receive federal monies enabling 67 elementary schools to offer Saturday classes to Chapter 1 students (Dade County School Board, 1988).

As a component of their School/Business Partnerships Program, Santa Rosa County has begun a Saturday program called "Saturday Scholars." The program operates in conjunction with the U.S. Navy at Whiting Field. Twice a year approximately 50-80 4th and 5th graders attend school for seven consecutive Saturdays . Students are paired as best as possible with volunteer Navy personnel in one-on-one tutoring situations. Regular district teachers prepare curriculum packages for the tutors in a variety of subjects. Originally the program was set-up for at-risk and unsuccessful students, but has expanded to include all interested students. Besides academic benefits to students directors of the program say students are provided role models and positive relationships with their tutors.

Excerpts from: Innovative Facility Use: Accommodating Growth, Office of Policy Research and Improvement (OPRI) Education Resource Center, Florida Department of Education.

- All-day kindergarten children's test score gains were maintained at least through the primary years and sometimes into the eighth grade (Derosia, 1980; Humphrey, 1984; Neiman and Gastright, 1981; Sevigny, 1987; Puleo, 1988).

- The most educationally disadvantaged benefit the most from the extended school day (Klein, 1970; Terens, 1984; Lysiak and Evans, 1976) cited in Puleo, 1988, pp. 430-431; Jarvis and Melner, 1985; Lysiak and Evans, 1976; Winter and Klein, 1978; Neiman and Gastright, 1981; Mueller, 1977; Carpella and Loveridge, 1978; Cleminshaw and Guidubaldi, 1979; cited in Olsen and Zigler, 1989, p. 176). Full-day didactic programs have the most dramatic increase in test results for low-income children but the gains from the didactic method tend to decline rapidly during the primary years (Lysick and Evans, 1976; Oliver, 1980).

- Cognitive and physical maturity and social/emotional maturity gains for at-risk students occur even when the afternoon curriculum is a repetition of the morning one (Newman, 1988, p. 6).

- Full-day students score significantly higher on the Piers-Harris Children's Self-Concept Scale (Puleo, 1988, p. 432).

- A couple of studies do not confirm long-term benefits of full-day programs (Olsen and Zigler, 1989, p. 178) and a few studies find no significant short-term differences on achievement (Gullo and Clements, 1984; Ubrey, Alexander, Bender, and Gillis, 1982).

  The absence of long-term effects in some studies for attendance at full-day kindergarten could be due to the fact that "some teachers in the half-day schedule actually exceeded the allocated time of some teachers in the full-day schedule" for total minutes of instruction. Nonetheless, "attendance at full day programs appears to be beneficial for disadvantaged students," (Karweit, 1987, pp. 9, 10-11).

- Available studies indicate lower retention rates for students in full-day v. half-day programs (Nieman and Gastright, 1981a, 1981b; Humphrey, 1983, cited in Puleo, 1988, pp. 434-435; St. Louis Public Schools report, 1987, p.16, a 2-year study) -- a difference that can mean cost savings for the total school program.

- Full-day programs may reduce special education referrals, but the literature results are inconclusive (Evans and Marken, 1983; the Madison Metropolitan report, 1985; Neiman and Gastright, 1981a, 1981b; cited in Puleo, 1988, p. 434).

- Many teachers react favorably to full-day programs (Tereus, 1984, Barbato and Wright, 1980, Half-Hollow Hills Central School District, 1983; Henshaw, 1973; the Madison Metropolitan report, 1985;

Humphrey, 1980; McClinton and Toping, 1981, cited in Puleo, 1988, pp. 432-433).

- Some teachers report initial stress due to the time needed to prepare for full-day programs (Anderson, 1983, 1985 cited in Puleo, 1988, p.433) while others found no evidence of this type of problem (Bourque, 1984; Henshaw, 1973; Herman, 1984, cited in Puleo, 1988, p. 433).

- Generally teachers prefer the program in which they already are working whether half, extended, or full day (Wisconsin State Department of Public Instruction, 1980, cited in Puleo, 1988, p. 433; Educational Research Services, 1986).

- "Parents of students directly involved in full-day and extended-day programs tend to be strongly in favor of them" (Puleo, 1988, p. 433, cf. Bourque, 1984, Half-Hollow Hills Central School District, 1983; Humphrey, 1980, 1983; Wisconsin State Department of Public Instruction, 1980; cited in Puleo, 1988, p. 433).

- Full-day programs generally have absentee rates that are smaller or not substantially greater than the average school absence rate. Some studies report lower rates, some higher for full-day v. half-day programs (Humphrey, 1980, 1983, Madison Metropolitan report, 1984, cited in Puleo, 1988, p. 434).

- Without consideration of cost savings from reduced retentions and possibly reduced special education costs, the extra cost for full-day programs is estimated from a detailed cost analysis at 20 to 24 percent additional costs." Costs included number of teachers, salary and fringe benefits, transportation, instructional and library materials, and teacher aides. These costs can be offset by state aid, savings in transportation, lower supply and maintenance costs, reduced costs of retention, possibly reduced costs of special education, and program gains and benefits. (Wisconsin State Department of Public Instruction, 1980, cited in Puleo, 1988, p. 434).

- Enrollment of students increases in full- and extended-day programs (Anderson, 1983; Zorn, 1983; Herman, 1984; Bourque, 1984, cited in Puleo, 1988).

- Young children require a program extended beyond the boundaries of the regular school day with a developmentally appropriate mixture of academic, social, and recreational experiences (Olsen and Zigler, 1989; Caldwell, 1989; Olsen, 1989).

Summer School. Limited results of summer school programs are reported in this study. The program appears to benefit at-risk students. Generally, summer school is a "time spent in school feature" rather than a structural or curricular variable. Redefining summer school as an accelerated promotion program may relieve some school overcrowding and offer academic benefits.

Baenan (1988) reported summer school attendance improved the performance of at-risk students. The Detroit Public Schools (1985) reported positive review from principals and teachers of their Chapter I summer school program.

Most of the research focusing on improving the performance of at-risk students focused on cooperative learning, extended school days, pull-out, individualized instruction, the continuous progress model, and direct instruction, but not summer school (Rachal, 1988; Karweit, 1987; Slavin and Madden, 1987). Exhibit 2-4 summarizes observations and descriptions prepared by OPRI of the summer school programs operating in Broward and Dade Counties.

B. Class Size/Student:Teacher Ratio. Limiting class size improves student performance and results in greater individualization of instruction.

Limiting class size to 22 students in first grade (without additional instructional services) substantially improved overall performance and self-concept of children and resulted in more individualized teacher/student interaction (Sabrio, Pecham, and Rubin, 1982).

Smaller class sizes are associated with more positive processes (less than 20 students) in second grade classes including enrichment of the curriculum, more individualization, improvements in teaching style (Filbey, Cahen, McCutcheon, and Kyle, 1980).

"By systematically varying class size, a direct correlation was found between pupil-teacher ratios and achievement differences on the Iowa Tests of Basic Skills," (Chicago Public Schools, 1985, cited in Puleo, 1988, p.430). The most effective ratio of students: teachers was 16:1 (as compared to 23, 26, and 28:1) having a far greater benefit than extension of the kindergarten class time to a full day.

EXHIBIT 2-4

SUMMER SCHOOL PROGRAMS

Summer school programs may offer remedial courses for students who have not passed a required course during the regular session. They may also offer special programs or provide students the opportunity of accelerated promotion.

OBSERVATIONS

- Currently, the majority of Florida schools use summers for special programs and for remediation, not for accelerated promotion programs. Redefining summer school so that accelerated promotion could take place might relieve overcrowding and offer the academic benefits associated with year-round education, as well as promote accelerated graduation.

Examples:

Florida

Broward County has initiated an extensive, innovative summer school program at the elementary, middle school, and high school levels, offering a remediation program at the elementary level for students who have not passed to the next grade, exceptional education programs, and dropout prevention programs. Director of the summer school program, Jim Carswell, believes for anything positive to happen with summer school, districts should be pro-active, developing specific curriculum and time lines for summer school classes and providing special training in alternative teaching practices for summer school teachers.

Dade County has been operating a successful summer school program for over five years. In 1984 over half of Dade's schools were closed in the summer. An effort was made to make school available district-wide to all students who wanted it. Last year approximately 60% of Dade's student population, 162,000, were in summer school. This year it is expected to climb to 175,000. It should be emphasized that Dade's summer school program is not for enrichment or remediation, but six weeks of instruction (40 to 50 academic courses are offered) that students may use to advance in their programs. At the elementary level students operate on a continuous progress plan.

The director of the Dade program says it is important that a summer school program like this be in compliance with state laws and that district should seek counsel in meeting compliance regulations. It is also important to package the courses and market them to the community. The biggest problem is overcoming the perception that summer school is for remediation.

Excerpts from: Innovative Facility Use: Accommodating Growth, Office of Policy Research and Improvement (OPRI) Education Resource Center, Florida Department of Education.

The more recent research on class size is consistent with earlier findings widely reported and discussed in the mid and late 70's. Two such reports analyzed the results of large numbers of studies: Ryan and Greenfield (1975) and Glass and Smith (1979).

Large differences in achievement were found in none of the primary grade level studies reviewed by Ryan and Greenfield (1975). They did, however, consistently find reports of small differences in comparisons of the following group sizes in English (pp. 182-184).

- For grade 1: 25-30 v. 30-36 v. 36-41; less than 30 v. greater than 36; 15 v. 30
- For grade 2: 15 v. 30
- For grade 3: 25 v. 30 v. 30-36 v. 36-41; 15 v. 30; less than 26 v. greater than 25

In math, they found small differences in the following group sizes (p. 186).

- For grade 1: 25-30 v. 30-36 v. 36-41
- For grade 3: 25-30 v. 30-36 v. 36-41; less than 26 v. greater than 25; less than 26 v. greater than 30

Other findings for smaller classes include (pp. 199-203):

- In kindergarten:
  - less aggression
  - more peer-group links (friends
  - more teacher-child contacts
  - more creative, dramatic, social activities
  - more satisfaction and sense of achievement by teacher
- In grades 1, 2 and 3 (elementary):
  - higher ratings for smaller classes
  - greater educational adaptability (invention, early introduction and diffusion of adaptations
  - greater student participation in discussions
  - increased use of "desirable" instructional practices
  - more individualized instruction
  - higher scores
  - more activities devoted to individualized and small group instruction
  - less "mass-type" instruction

Glass and Smith (1979) provided a meta-analysis of research on class size and achievement for approximately 80 studies on the class-size and achievement relationships. They found a "clear and strong relationship between class size and achievement," which "does not differ appreciably across different school subjects, levels of pupil IQ, or several other obvious demographic features of classrooms." They found the following differences in achievement:

- more than 30 percentile ranks of achievement between class sizes of 1 and 40
- more than 10 percentile ranks in the central regions of the distribution between class sizes of 10 and 20.

"There is little doubt, other things being equal, more is learned in smaller classes," (p. 96). Exhibit 2-5 from their report provides a clear visual display of their analysis of achievement effects. Note that the highest percentile ranks appear for class sizes of less than 20.

The basic findings of Smith and Glass, although criticized in some ways by the Educational Research Service (ERS) were consistent with the following ERS conclusions (1980):

- smaller class sizes have positive influence on achievement in the primary grades and for socially disadvantaged students
- for gains in achievement to occur, teachers must change their teaching strategies to individualize instruction.

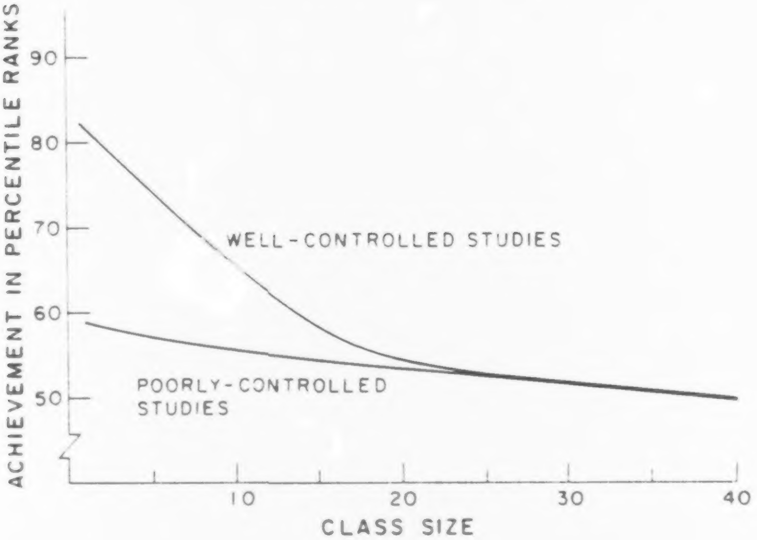
The research reported by Ryan and Greenfield and by Glass and Smith indicates that teachers did change their strategies in the smaller groups.

McKenna (1977) noted the following additional factors to consider in determining the adequacy of teacher:student ratios.. These factors still are worthy of consideration in determining class size and teacher assignments.

EXHIBIT 2-5

CONSISTENT REGRESSION LINES FOR THE REGRESSION OF ACHIEVEMENT (EXPRESSED IN PERCENTILE RANKS) ONTO CLASS SIZE FOR STUDIES THAT WERE WELL-CONTROLLED AND POORLY-CONTROLLED IN THE ASSIGNMENT OF PUPILS TO CLASSES.*

META-ANALYSIS OF CLASS SIZE AND ACHIEVEMENT



*Smith, Mary Lee, and Gene V Glass, "Meta-Analysis of Research on Class Size and Its Relationship to Attitudes and Instruction," American Educational Research Journal, vol. 17, no. 4, pp. 419-433, Winter 1980.

- organization of the classroom such as open versus separated classroom structures
- teacher workload such as number of classes and curricula or extracurricular activities
- amount of individualization and personell required for the class
- support from aides, interns, and student teachers
- frequency of substitute teachers
- student characteristics

E. Characteristics of Schools

The characteristics of schools will change the behaviors and achievement of students, especially at-risk or disadvantaged students (Sexton, 1985; Butler, 1979, cited in Druian and Bulter, 1987).

The present approach to assisting the educationally disadvantaged is to provide them with remedial or compensatory services to improve their educational achievement. Levin (1988) argues that such a strategy will ensure that such students never catch up to the mainstream because it: 1) reduces expectations for the students and their teachers by institutionalizing them into categories of slow learners; 2) slows down the pace of instruction so that they get farther and farther behind their non-disadvantaged peers; 3) emphasizes the mechanics of basic skills without providing substance that will keep the student interested and motivated; 4) provides no mechanism or incentives for closing the achievement gap between disadvantaged and non-disadvantaged students; and 5) does not provide adequate involvement of teachers and parents in formulating the strategies that they must implement in schools and the home to improve the learning of their students and children.

The USDOE, 1986, reported on a number of studies concerning the impact of school characteristics on student outcomes. "One of the most important achievements of education research in the last 20 years has been identifying the factors that characterize effective schools, in particular the schools that have been especially successful in teaching basic skills to children from low-income families. Analysts first uncovered these characteristics when comparing the achievement levels of students from different urban schools. They labeled the schools with the highest achievement as effective schools.

Schools with high student achievement and morale show certain characteristics:

- vigorous instructional leadership
- a principal who makes clear, consistent, and fair decisions
- an emphasis on discipline and a safe and orderly environment
- instructional practices that focus on basic skills and academic achievement
- collegiality among teachers in support of student achievement
- teachers with high expectations that all their students can and will learn
- frequent review of student progress.

Effective schools are places where principals, teachers, students, and parents agree on the goals, methods, and content of schooling. They are united in recognizing the importance of a coherent curriculum, public recognition for students who succeed, promoting a sense of school pride, and protecting school time for learning."

2.6 Program Descriptions and Directions for Improvement

A number of programs have demonstrated effectiveness and may serve as models for educating at-risk students. Additional directions for education in the primary grades also have been formulated by professional organizations and individual researchers.

2.6.1 Executive Summary of Major Findings

The following questions guided the review of research for this section of the report.

- What are the types of programs which have been effective in educating at-risk students?
- What directions and strategies are recommended by professional organizations for improving primary education?
- What directions and strategies are recommended by individual researchers for improving primary education?

Models for Educating At-Risk Students. Programs proven to be effective in educating at-risk students include:

1) Positive approaches and expectations:
    - accelerated programs
    - classes taught as if they were enrichment
    - relaxed and supportive environments
    - non-threatening and positive environments
    - positive reinforcement and other elements of positive behavior management
    - high expectations of students
2) Specific types of activities and content, including:
    - multi-sensory high interest materials
    - appropriate questioning strategies
    - music and physical education along with other developmentally appropriate content
    - experiential and manipulative activities
3) Balanced structure and flexibility
    - detailed well-managed and flexible curriculum
    - specificity of activities and materials without rigidity in implementation

- teacher flexibility in the adaptation of strategies to individual learner needs
- application of special resources to individual needs
- hierarchy of learning structure with adaptation to individual learning styles and needs
- direct instruction with accommodation of individual differences

4) Multiple assessment activities

- careful and accurate assessment of student needs
- diagnostic prescriptive activities
- assessment of individual learning styles
- frequent assessment of student progress

5) Learning groups and strategies

- small group instruction
- reduced class size (20 or less)
- adequacy of time assigned for learning
- learning centers
- cooperative learning
- continuous progress models
- tutoring
- individualized learning
- frequent informative feedback

6) Specific types of instructional support

- strong leadership
- qualified teachers
- parent involvement and support
- strong parent and staff development activities
- computer assisted management

Direction and Strategies from Professional Associations. Different professional associations in the area of childhood education are making similar recommendations for improving early childhood units.

The associations include the National Association for the Education of Young Children (NAEYC), the Association for Childhood Education International (ACEI), the National Association for State Boards of Education (NASBE) Task Force on Early Childhood Education, and the Association for Supervision and Curriculum Development (ASCD).

The recommendations include a focus upon:

1) administration and training issues

  - training and support of staff and administrators with highly trained teachers who receive regular in-service
  - expert supervision of programs
  - improved allocation of staff time and assignment of responsibilities
  - improved district leadership and resources
  - collaboration of child and family services and existing community linkages
  - high parent involvement and parent education

2) placement issues

  - selection only of tests that are valid and reliable and used for their intended purposes
  - avoidance of the reliance upon a single test score for placement decisions
  - use of multiple frequent measures of children's progress
  - allocation of adequate teacher time of observing and recording behaviors of children
  - fair entry criteria
  - evaluation of short and long-term effects
  - elimination of transition classes and retention practices

3) curriculum and teaching issues

  - small class sizes and low adult/child ratios
  - extended days and choices of daily program length
  - re-examination of curriculum goals, objectives, and materials for development appropriateness
  - differential objectives and strategies for different ages
  - greater variety of activities and materials

- individualization of instruction to children's different learning styles
- greater multi-cultural and non-sexist experiences in the curriculum
- emphasis on processes of learning including more concrete and manipulative and experiential activities
- greater choice and decision-making by children from materials displayed and making room available for them to explore materials in work spaces
- specific parent participation

Directions and Strategies from Individual Researchers. Individual researchers have recommended a variety of alternatives to improve primary education in the course of their research or upon review of the research reported by others in the field of early childhood education. The terminology changes from one report to another, but the recommendations focus upon the following issues:

- appropriate organizational treatment of individual differences including more flexible standards, cooperative arrangements among teachers, and avoidance of "at-risk", "slow", or "non-normal" labeling of children (celebrate the variances in humans)
- greater focus upon services that enhance opportunities to learn and prevent failure rather than isolated program placements
- greater flexibility in standards of competence and movement of children between grades
- reconfiguration of programs to replace existing prekindergarten, kindergarten, and first grade programs with the adoption of a continuous program model
- adoption of a continuous progress model and ungraded early childhood units that include kindergarten and the primary years
- more in-between grade arrangements (cross-age tutoring, student visits to the next grade for a few hours)
- more developmentally appropriate curricula and instructional methods in the primary grades
- delayed testing of primary students for purposes of accountability

- more use of assessment at the end of a year to plan appropriate instructional programs for the following year
- lower the ratio of students to teachers as much as possible
- engage parent involvement through specific strategies and activities
- provide alternative grouping of students (cooperative learning, mixed age groups, peer tutoring)

2.6.2 Documentation of Research

A. Models for Educating At-Risk Students

The accumulated research and literature on programs for educating at-risk students bears out the finding that remedial and special education programs rarely accelerate students enough to catch up with their classmates (Madden and Slavin, 1983, Carter, 1984, cited in Slavin and Madden, 1987). Delayed school entry and grade entry for age-eligible children and various forms of non-promotion (retention and transition) also have been generally unsuccessful (refer to the research reported earlier in this chapter).

"...the fact that students are not achieving adequately in the early grades, for whatever reason, is the most important diagnostic indication that a student is at risk. Students who had early school problems are heavily over-represented among school failures (Lloyd, 1978), dropouts (Stroup and Robbins, 1972), delinquents (Kelly, Veldman, and McGuire, 1964), and others who ultimately experience serious problems as they proceed through the school years," (Karweit, 1987, p. 2).

Other models for educating at-risk students, however, are successful. They include continuous progress, individualized instruction, cooperative learning, and accelerated rather than remedial programs for disadvantaged learners. They include remedial programs taught as if they were enrichment classes. They include programs with a flexible curriculum and materials, with differentiated instructional objectives, with strong leadership and support from administrators and district level staff, with high quality teachers, and with non-threatening positive environments. They include detailed, structured, and well-managed programs but which are not overly rigid, programs which maximize direct instruction through an instructional hierarchy, but which also accommodate individual needs. They include informative feedback, frequent assessment of student progress, reinforcement, and elements of positive behavior management. They include multi-sensory, high interest materials and strategies, diagnostic-prescriptive activities, learning centers, adaptation to students' individual learning styles and modalities, and programs with parent involvement and support.

In addition, the following factors have been associated with gains in achievement for at-risk students. The factors which help these students succeed have a similar affect on students from all socio-economic groups (Druian and Butler, 1987).

- careful and accurate diagnosis (Newman, 1988; cf. Section 2.3, "Screening, Assessment, and Placement Decisions" earlier in this chapter)

- frequent assessment of student progress through a well-specified hierarchical set of skills (Madden and Slavin, 1987; cf. Section 2.3, "Screening, Assessment, and Placement Decisions" earlier in this chapter)

- individual and small group instruction (Madden and Slavin, 1987; cf. Section 2.5, "School Schedules, Structure, and Characteristics, B. Class Size/Student: Teacher Ratio" earlier in this chapter)

- special resources applied to individual needs, special education and compensatory reading and/or mathematical programs (Newman, 1988; Baenan, 1988; cf. Section 2.2 "Non-Promotion and Delayed Entry: Readiness, Retention; and Transition Programs, C. Effects on Children" and Section 2.5 "School Schedules, Structure, and Characteristics, B. Class Size/Student: Teacher Ratio" earlier in this chapter)

- careful attention to individual styles, adaptation of instruction to individual student needs and adequate direct instruction with adjustment of instructional approaches (Newman, 1988; Madden and Slavin, 1987; cf. Section 2.5; ibid.)

- clear instructional goals and appropriate learning experiences (Newman, 1988)
- extended school day including extended or full-day kindergarten (Baenan, 1988; Newman 1988; cf. Section 2.5, "School Schedules, Structure, and Characteristics, A. Extended School Year and Extended School Day" earlier in this chapter)
- summer school (Baenan, 1988; cf. Section 2.5, "School Schedules, Structure, and Characteristics, A. Extended School Year and Extended School Day" earlier in this chapter)
- pull-out programs taught as if they were enrichment (Mossburg, 1989)
- special curriculum groupings across or within grades such as transition classes at K-1, 1-2, or 7-8, 8-9 in which students engage in regular or advanced classes while also in the transition classes (Baenan, 1988)
- peer tutoring (McDaniel, 1986 cited in Newman, 1988; Baenan, 1988)
- tutoring by older students (Madden and Slavin, 1987)
- adult tutoring (McDaniel, 1986, cited in Newman, 1988; Baenan, 1988; Madden and Slavin, 1987)
- cooperative learning (Newman, 1988)
- mixed age groups (Evangelou, 1989)
- Chapter I remediation (McDaniel, 1986 cited in Newman, 1988)
- improved self-concept of students (Sandoval, 1981 cited in Newman, 1988; Mossburg, 189)
- motivational instructional techniques (Baenan, 1988)
- instructional computer assisted programs (Madden and Slavin, 1987)
- enrichment of preschool experiences (Levin, 1987, cited in Druian and Butler, 1987; cf. Section 2.4, "Parent Involvement" earlier in this chapter)
- improved effectiveness of the home as a learning environment (Levin, 1986, cited in Durian and Butler, 1987; cf. Section 2.4, "Parent Involvement, Home/School Discontinuity" earlier in this chapter)
- assisting those from linguistically different background to acquire skills in standard English (Levin, 1986 cited in Durian and Butler, 1987; cf. Section 2.4, "Parent Involvement, Home/School Discontinuity," Section 2.5, "School Schedules, Structure, and Characteristics, Extended School Year and Extended School Day" earlier in this chapter)

Well planned, quality programs determine how well the time is used (Berrueta-Clement, et al., 1984; Lazar, et al. 1982; Naron, 1981; Office of Human Development, 1984, cited in Puleo, 1988, p.437). Other features contributing to the success of effective programs for at-risk students as well as other students have been cited throughout this report.

They include the following features cited by other investigators earlier as well as the ones listed below.

- the allocation of adequate time for actively engaging in an assigned task (Quartarola, 1984; cf. Section 2.5, "School Schedules, Structure, and Characteristics, A. Extended School Year and Extended School Day" earlier in the chapter)
- the actual time engaged in learning (USDOE, 1986 p. 34; Quartarola, 1984, Puleo, 1988; Caldwell, 1989; Olsen and Zigler, 1989; cf. Section 2.5, ibid.)
- application and reinforcement activities (Ziomek, 1982 cited in Puleo, 1988, p. 432; cf. Section 2.5, "School Schedules, Structure, and Characteristics, B. Class Size/Student: Teacher Ratio" earlier in the chapter)
- reduced class size (Terens, 1984, cited in Puleo, 1988, p. 27; cf. Section 2.5, ibid.)
- teacher support of students and immediate feedback (Quartarola, 1984; cf. Section 2.5, "School Schedule, Structure, and Characteristics, A. Extended School Year and Extended School Day" and B. ibid.)
- music and physical education (Terens, 1984, cited in Puleo, 1988, p.27)
- higher expectations for students (USDOE, 1986; p. 32; cf. "Characteristics of Schools" in previous section)
- frequent and systematic monitoring of student progress (USDOE, 1986, p. 43; cf. Section 2.3, "Screening and Placement Decisions" earlier in this chapter)
- questioning strategies that require students to apply, analyze, synthesize (USDOE, 1986, p. 38; Ziomek, 1982 cited in Puleo, 1988, p. 432)
- preview of specific expectations and demonstration, particularly for beginning and low-achieving students (USDOE, 1986, p. 35)

- tutoring (with benefits for both student and tutor) (USDOE, 1986, p. 36)
- specific instructional strategies associated with different subjects (such as phonics, speaking and listening, early drawing of stories, and storytelling to improve reading skills, pp. 14, 15, 21, 25; manipulation of physical objects and informal math applications to build math skills; brainstorming, composing, revising and editing to improve writing skills) (USDOE, 1986, p. 27).

Note: The USDOE and Quartarola citations refer to findings after reviewing a number of different studies.

Although much current research has shown the disadvantages of pull-out programs, the research also reveals a pattern of success for certain types of pull-out programs.

Effective pull-out programs for at-risk students "fall into three broad categories: 1) diagnostic-prescriptive programs; 2) tutoring programs; 3) computer-assisted instruction...with adaptation to students' unique needs and...plentiful direct instruction appropriate to their levels of readiness," (Madden, 1987, p.1). They include:

- instruction adapted to students' unique needs, provide plentiful direct instruction appropriate to their levels of readiness (Madden and Slavin, 1987)
- small group instruction that teaches students as if they were in an enrichment program, including meaningful real books, promotion of student self-confidence, motivational strategies, avoidance of teaching subskills separately from the total context of language (Mossburg, 1989)
- diagnostic-prescriptive programs, conducted in small groups (3-8 students) or given to individuals, in a location separate from the regular classroom (Madden and Slavin, 1987)
- individualized remedial help for at-risk students (Holmes, 1986)
- relaxed and supportive environment because of small group instruction and/or individual instruction (small teacher/student ratio) Claus and Quimper (1988, p.41).

"Research comparing pull-out and in-class Chapter 1/Title I models has found few differences in achievement effects," (Archambault, 1987 cited in Slavin and Madden, 1987, p. 1). Disadvantages include the following cited by additional researchers in the report by Slavin and Madden: lack of integration with regular classroom teacher (Kaestle and Smith, 1982, Johnston, Allingon, and Afflerbach, 1985); time lost in transition between regular and pull-out settings (Allington in press); pull-outs rarely increase the total instruction provided to students (Vanecko, Ames, and Archambault, 1980, Kimbrough and Hill, 1981); problems of coordination and supplanting of regular instruction (Sargent, 1981, Birman, 1981); less learning in pull-out programs (Coulson, et al., 1977, Glass and Smith, 1977).

Karweit (1987) concludes that effective programs for at-risk and for other students are ones which are "detailed and specific...incorporate specific materials, management plans, activities and structures... not overly rigid, nor do they reduce teachers to automatons -- but they are specific. Such specificity is needed to ensure a faithful implementation of a program" (Karweit, pp. 21-22). Karweit came to this conclusion after reviewing the evaluation data for over twenty programs with different philosophies and materials. The programs included the following grade groupings: one for 4, 5 and 6 years olds, one pre-K and K, seven K; one K or 1, one K-1 and 3/4 years; one K-1; three K-3; one K-4; one K-5; one K-6; one K-10 and one K-12. The studies selected for review by Karweit were those which used "random assignment, matched control groups, or cohort comparison groups" (pp. 11-13).

The effective instructional strategies for pre-K through 3 included:

- readiness phonics, sequential learning, immediate corrective feedback, game-like presentation
- multi-sensory, behavior modification, high interest materials, structured and sequenced
- early identification of potential handicaps and prescriptive programs
- listening skills instruction from a language specialist with follow-up classroom lessons

- continuous progress, multi-sensory, systematic instruction, diagnostic and recordkeeping processes and instruments
- individual placement and progress
- diagnostic-prescriptive, direct instruction in perceptual/motor with monthly home reinforcement and activities
- learning centers, continuous diagnosis of learning needs with follow-up activities
- early identification of developmental needs and learning styles; screening, planning, and pull-out for instruction in different modalities at learning centers
- diagnostic, prescriptive, sequential in small instructional groups for 20-30 minutes each
- individualized instruction with positive behavior management
- developmental screening, self-instructional, individually-paced, learning centers, developmentally sequenced materials
- diagnostic-prescriptive, individual progress, ungraded
- parent involvement with once a week training of parents for practice in basic skills with follow-up practice with students and follow-up monitoring
- development of "friendly feeling" between parents and school, training for parents in how to help children with games sent home to reinforce skills learned at school.

The programs receiving particular focus in the review by Karweit include:

- Alphaphonics/Astra's Magic Math (beginning readiness program, sequenced game-like format -- whole class, direct instruction)
- MECCA, Make Every Child Capable of Achieving (reading readiness with daily observation, assessment, and planning for specialized teaching -- effective replication probably due to strength of the curriculum materials, and approach)
- TALK (K-3 expressive and receptive language skills -- apparently powerful effects)
- MARC, Multisensory Approach to Reading and Reading Readiness Curriculum (K-1 continuous progress reading, available through Florida Educational Resource -- effective in about one-third of Florida counties)

- First Level Mathematics (continuous progress, developmentally oriented, diagnostic-prescriptive, small group or individual, small steps)
- Early Prevention of School Failure (developmental screening, diagnosis training, pull-out direct modality instruction)

Each program is described more fully in Appendix F.

Slavin and Madden (1987) reviewed programs designed to increase reading and math achievement of students in grades 1-6, implemented in regular classrooms for at-risk students. They selected studies using "control group designs with random assignment to groups and/or convincing evidence that comparison groups were initially equivalent in achievement" (p. 9), with "standardized, broadly based measures of reading and/or mathematics achievement" (p. 10), and with the duration of the evaluations lasting "at least one semester (16 weeks)" (p. 10).

The grade levels for the programS reviewed included: one K-3; one 1-3; one 1 only; one K-6, two K-8, two 1-6, two 1-8; one each of 1-9, 1-12, 3-5, 3-6, 3-8.

The effective models included:

- Continuous progress through a hierarchy of skills with corrective instruction, small groups, tutoring, special materials and activities, careful records for making grouping and remediation decisions, with instruction delivered by teachers who group and regroup students according to their skill levels, frequently across grade lines.
- Individualized instruction in which students work on programmed or other individualized materials, with careful records of student progress through structured hierarchical objectives.
- Cooperative learning with elements of continuous progress in mixed-ability groupings of 4-5 students who help one another to learn and assess each other's skills, with teachers drawn from different teams to instruct students at the same level in the hierarchy of skills, with most instruction coming from the teachers although students help each other master the information, with frequent assessment and corrective procedures.

Slavin and Madden (1987) concluded that "consistently effective classroom programs accommodate instruction to individual needs while maximizing direct instruction, and they frequently assess student progress through a structured hierarchy of skills," pp. 30-31. Examples include within-class ability groups to meet diverse student needs with lessons presented at different levels, and rewards based on the learning of small groups.

> Note: See Appendix F for a description of the "Continuous Progress, Individualized, and Cooperative Learning Programs." Please also refer to National Discrimination Study Group (1990), Educational Programs that Work: A Collection of Proven Exemplary Educational Programs and Practices.

Sources for programs reviewed by Karweit (1987) and Slavin and Madden (198) are: U.S. Department of Education, Joint Dissemination Review Panel (JDRP). The JDRP reviews evaluations of programs originally supported by federal funds. Programs whose effects are certified as valid by the JDRP are eligible for funding and dissemination through the National Diffusion Network.

Features of a program administered in the Province of British Columbia, "Enabling Learners, Year 2000: A Curriculum and Assessment Framework for the Future," include a continuous progress model with early and later primary grades and developmental objectives including goals for emotional, social, physical, aesthetic, artistic and intellectual development in an ungraded program which removes the barriers and practices of promotion and retention and includes parent involvement in the learning environment. Appendix F contains an executive summary of this program.

The Association for Supervision and Curriculum Development (ASCD) provides descriptions of the following early childhood programs with evidence of effectiveness from program evaluations. The reported evidence of effectiveness should be considered from the perspective of the research reported earlier in this chapter in Section 2.3, "Screening, Assessment, and Placement," with close attention to the ways in which the Gesell, Metropolitan, and other instruments are used. Appendix F contains the complete description of programs with contact persons and addresses for each program. Each of these programs has successful components worthy of consideration in planning for primary education. The main features of these programs are highlighted further in the last chapter of this report.

- Early Childhood Family Education: Minneapolis (serves age birth to 6 and their parents through cooperative partnerships with the home, school district, social service agencies, hospitals, and local government to provide classes and support information groups)
- Developmental Placement: St. Charles Parish (places children 4 to 4½ years developmental age in developmentally appropriate early childhood classes; screening by Gesell test but with review when teachers' observations and evaluation conflict with initial placement and with parent involvement in screening and activities and close supervision for program implementation)
- A Pre-kindergarten Instructional Television Program: The Brownsville Model (preschool program for limited English proficient children to upgrade cognitive, physical, social/emotional, and language entrance readiness skills, promoting maximum language development in both English and Spanish)
- Public School Montesorri Program: Dallas (the classroom environment provides the opportunity for manipulation of materials for learning the fundamentals of mathematics, language arts, social studies, science, geometry, preparation for algebra, botany, zoology, computers, astronomy, ecology, history, piano, art, and physical education with required mastery of one unit before moving onto the next for K-8 students)
- Child Development Program: Winona (provides child care and development services to children age 6 to 14 years)
- Large Urban District: The District of Columbia Model (pre-kindergarten program with parent-professional partnerships, professional development, Metropolitan Readiness Test and pre-kindergarten observational checklist for enrollment in kindergarten, class size of 20)
- Early Prevention of School Failure: A Nationally Validated Program (for at-risk children in preschool, kindergarten and first grade; teaching styles and curriculum are assigned from results of assessment of each child's developmental level in language, auditory, visual skills, motor skills, and preferred learning style; the program also works for children where English may be a second language)

- The Integrated Kindergarten Program: Fairfax County (the focus of the curriculum is on the process of learning for 4½ to 5½ year old children, with response lessons for identifying and challenging potentially gifted children; the three strands are integrated language arts, mathematics-science, and music movement; the curriculum is used in all kindergarten and special education classes for young children with strong parent education and staff development components)

- Pre-first grade: Broward County (for 5 year olds who are not ready for the formal reading program of first grade with a focus on exploration and discovery through interdisciplinary experiences with developmental maturity measured by the Gesell test; a diagnostics prescriptive year with services from a psychologist, speech clinician, audiologist, social worker, educational specialist, and team leader)

- Integrating Special Needs Learners into Mainstream Classrooms: Westside Community Schools (toddler, preschool education, preschool day care, before and afterschool care for 18 month to 12-year old children with a special needs component to provide the least restrictive environment for children who have handicaps; focus is learning through play with hands-on active learning in language, representation, seriation, classification, number concepts, spatial relations, time, and movement; strong parent component)

- Developmental/Experiential K-1 Early Childhood Program: Chapel Hill (for 5 and 6 year olds, heterogeneous grouping, including educationally handicapped children; curriculum focuses on developmental needs, interests, learning styles of each child rather than a singular curriculum guide; Early Prevention of School Failure (EPSF) Program is used to assess children's modalities)

- Statewide Programs for 4-Year Olds: The South Carolina Model (for 4-year olds with predicted readiness deficiencies; specific criteria designate at-risk status including use of DIAL-R; continuous assessment of child progress; specific parent involvement activities; low student:teacher ratio)

- Exploring Excellence for Young Children: Pasco, Washington (focus upon at-risk children to enable them to be successful in school by the age of 6 or 7 with many "other-language" children; specific objectives with experiential activities in all curricular areas)

- State and Nationally Accredited Pre-kindergarten Program: Baltimore City Public Schools (pre-kindergarten for 4-year olds, to prevent educational failure; includes instructional support services, continuum of instructional experiences, parent involvement and education; teachers plan active exploration and multi-sensory activities using the "Basic Learnings Objectives" guide and use a thematic approach incorporating basic concepts from many subject areas; small and large group activities; teacher:student ratio of 1:10 and class size of not more than 20)

- Academic Kindergarten: School District of Philadelphia (serves 4.7 to 5.7 year olds with a downward extension of the grade 1-3 standardized curriculum with teacher flexibility in selection of any specific instructional approach; the program is particularly successful in mathematics)

- Head Start - Preschool Handicapped Program: Johnson County Schools (preschool for children ages 3 to 5 years who have handicaps; education, health, parent involvement, and social services components; focus on early identification of learning needs using Griffin and Sanfrod's Learning Accomplishment Profile - Diagnostic (LAP-D) which produces a criterion-referenced record of the child's existing skills; gross motor, fine motor, social, self help, cognitive and language curriculum areas from A Planning Guide: The Preschool Curriculum prepared by Chapel Hill Training - Outreach Program containing topical units in a sequence of daily activities; correlated materials with multisensory activities and strong experiential component; an integral part of the local education system)

- New York State Prekindergarten Program: New York City Public Schools (special attention to individual learning styles of 3 and 4 year olds and self-initiated and independent activities of children which teachers use to develop the appropriate skills with a curriculum described in Three, Four, Open the Door)

- Cognitively Oriented Preschool Curriculum: Fairfax County Head Start Program (primarily for 3 and 4 year olds including special needs and other at-risk children using 50 key experiences organized within the 8 categories of active learning, language, experiencing, language representing, classification, seriation, numbers, spatial relations, and time from Young Children in Action, a Manual for Preschool Educators)

- A Joint Venture Between Two Districts: Affton-Lindbergh Early Childhood Education Program (a self-sustaining program of special education, diagnostic services, and day care for children six weeks to 11 years of age with the eight programs of early childhood education, early childhood extended day, kindergarten extended day, developmental kindergarten, school age extended day, parents as first teachers, parent-toddler education, special education; multi-disciplinary staffing)

ASCD also lists the following specific organizational resources for public schools:

- Association for Supervision and Curriculum Development

- Center for Policy Research in Education

- ERIC Clearinghouse on Elementary and Early Childhood Education

- High/Scope Educational Research Foundation

- The National Association for the Education of Young Children
- National Association of Elementary School Principals
- National Association of State Boards of Education
- National Black Child Development Institute
- National Conference of State Legislators
- North Central Regional Educational Laboratory
- National Education Association
- The Regional Laboratory for Educational Improvement for the Northeast and Islands
- Southern Association for Children Under Six.

The National Dissemination Study Group (1990) also contains a description of "Educational Programs that Work" including 97 programs that maybe of particular relevance to this study and the interests of the Palm Beach School District (pp. B-3, B-5, C-5, C-9 to 10, D-5 to 6, E-1, E-5, E-8, E-10, E-14, E-19, F-1 to 2, F-4, F-7, F-9 to 12, F-14, F-16, F-18 to 26, G-1 to 8, G-10, G-12 to 14, G-17, G-19 to 24, I-1 to 13, J-3, J-6, F-8 to 9, J-11, J-13, J-16, J-19, K-5, K-7 to 8, K-11, L-3 to 4, L-6, M-2, M-8, M-11, M-25 to 27, N-1, N-3 to 5, N-7 to 9, N-11 to 14, N-17 to 20.)

These programs include the following areas.

- Administration/Organizational Arrangements
- Alternative School/Programs/Bilingual/Migrant
- Basic Skills - Language Arts/Writing
- Basic Skills - Mathematics
- Basic Skills - Multi Disciplinary
- Basic Skills - Reading
- Early Childhood/Parent Involvement
- Gifted & Talented/Technology/Special Interests
- Health/Physical Education

- Preservice/Inservice Education
- Science/Social Science
- Special Education/Learning Disabilities.

B. Directions and Strategies from Professional Associations

NAEYC. Peck, McCaig, and Sapp (1988) in the National Association for the Education of Young Children (NAEYC) research monographs reviewed studies of retention rates for young children and concluded that the kindergarten program rather than the young age of children entering kindergarten accounts for the high retention rates (pp.4-5). They add that "children who get into kindergarten don't necessarily fare any better than those who are held back, if the work proves to be too difficult for them ...they may be labeled by teachers and friends as failures, and expectations for their performance may be lower... These and other harmful consequences of retention have been widely documented (North, 1983; Plummer, Liniberger, and Graziano, 1987; Shepard & Smith, 1985, 1986; Smith & Shepard, 1987)," (Peck, McCaig, and Sapp, 1988, p. 9) Although wide variability exists between kindergarten program models, certain features are associated with total program quality. The following features cited in Peck, McCaig, and Sapp (1988, pp. 39-40) are associated with a number of different types of programs for kindergarten.

- Highly trained teachers and close supervision by experts (McKay, et al. 1985).
- Lower numbers of children in the classroom and more adults per child (McKay, et al., 1985; Stallings, 1975; Vopara and Royce, 1978).

The NAEYC policy directions for kindergarten include the following recommendations.

- Set a reasonable entry date.
- Reach all eligible children.
- Include parents in the decision about the best placement for the child.

- Re-examine the curriculum.
- Select only tests that are valid and reliable.
- Use tests only for their intended purposes and in conjunctions with other types of assessments.
- Conduct interviews with parents before and after kindergarten.
- Never use tests as the basis to determine placement.
- Gather information regularly.
- Directly address all areas of children's development in curriculum goals.
- Tailor the curriculum for each kindergarten class to the range of children's ages and developmental levels. (Expect and welcome individual group differences.)
- Base daily teaching practices on appropriate curriculum goals.
- Encourage parents to participate in the classroom.
- Base decisions on professional knowledge of applicable research and theory. Provide readable and informative materials to parents and school boards.
- Measure children's progress in many different ways.
- Assign funding priorities to small class sizes, low adult-child ratios, hiring teachers with degrees in early childhood education, supervision of classrooms, and in-service training.
- Offer an appropriate curriculum during whatever number of hours children are in school.
- Consider a longer day for kindergarten (about 6 hours to match the elementary school day and about 8-10 hours for the extended day program for children at greater risk for school failure).
- Ask early childhood specialists, parents, teachers, principals, and other interested community-minded people to develop a sound rationale for any proposed kindergarten schedule changes.
- If possible, provide a choice of daily program length.
- Choose from two adequate approaches to part-time kindergarten attendance if a longer day is not best (half-day everyday or full day alternate day) from some kindergartners.
- Establish fair entry criteria and priorities if day-length options are offered.

- Evaluate the short- and long-term effects of any schedule changes (effects on children, parents, staff, school budget, academic, social/emotional, and physical progress of children, use a variety of information sources).
- Revise or cancel less effective programs.

ACEI. The Association for Childhood Education International (ACEI) also "recognizes the importance of kindergarten education and supports high quality kindergarten programs that provide developmentally appropriate experiences for children," in the ACEI position paper on the child-centered kindergarten (Meyer, Egertson, and Isenberg, 1987, p. 235). The ACEI strategies for improving kindergarten include the following recommendations.

- Provide education for physical, social/emotional, and intellectual development of the child.
- Organize instruction around each child's developmental needs, interest, and learning styles.
- Emphasize processes of learning rather than finished products.
- Recognize unique patterns of development and rates of growth.
- Focus on firsthand experiences with people and materials with multiple opportunities for learning with concrete, manipulative materials that are relevant to the children's experiential background and engage all of the senses.
- Include play in children's total development for developing and clarifying concepts, roles, ideas; for developing fine and gross motor skills; for sharing with others and seeing others' points of view; for learning to be in control of their own thoughts and feelings.
- Set realistic curriculum goals appropriate to the developmental levels of children.
- Incorporate a variety of activities that encourage active participation, communication, dialogue, large blocks of time to pursue interests, time for questions and answers, time for reflection on different viewpoints.
- Incorporate multicultural and nonsexist experiences, materials and equipment to enhance children's acceptance of self and others with similarities, differences, and handicaps.

- Embrace teaching of all content areas with integrated experiences to develop and extend concepts and skills as a foundation for learning, language, literacy, math, science, health, art, and music.

- Allow children to make choices and decisions within the limits of the materials provided to promote independence, attention, joy in learning, and feelings of success.

- Arrange rooms to accommodate individual, small and large group activities.

- Clearly define interest areas through differences in size, shape, location, traffic patterns, controlled amounts of distractibility and interferences.

- Display learning materials to make them inviting and accessible to children; organize materials so that they are easy to return and replace as well as to explore.

- Change and combine materials to increase levels of complexity and encourage self-direction and involvement of children.

- Provide raw materials for exploration, manipulation, containers for storage, displays, work spaces -- all at the children's eye level.

- Provide teachers who are knowledgeable of and committed to the full development of children. Activities include listening thoughtfully to children, extending children's language about thoughts and ideas, encouraging insights and highlighting contradictions with questions, promoting and valuing creative, divergent responses of all children, praise and encouragement for children's efforts and positive self-images, support and guidance of children.

- Regularly assess children's interests, needs, skill levels and plan continuous, flexible, realistic activities for each child.

- Vary instructional approaches to match abilities, interests, and needs and periodically change materials, activities, and equipment.

- Include activities to encourage children to use their own experiences as a basis for developing language activities and to use their senses as they interact with people and materials.

- Encourage active experimenting, exploring, discovering, trying out, restructuring, speaking and listening (cf. Ballenger, 1983, p. 187, cited in Meyer, Egertson, and Isenberg, 1987).

NASBE. The National Association for State Boards of Education (NASBE) Task Force on Early Childhood Education (1988) reported the following characteristics for providing an early childhood unit that conforms to sound child development principles:

- Developmentally appropriate curriculum.
- Improved assessment.
- Responsiveness to cultural and linguistic diversity.
- Partnership with parents.
- Training and support for staff and administrators.

Specific strategies recommended by the NASBE Task Force, following four regional hearings, are similar in a number of ways to the NAEYC recommendations for policy directions. These strategies include the following recommendations.

- Review the curriculum and assess the quality and effectiveness of present classroom environment for developmental appropriateness.
- Develop a statement of philosophy, objectives, and principles for early childhood programs.
- Assign district leadership and responsibility to shape district policy and support implementation effort.
- Review the need for additional resources necessary to limit group size (adult to children ratios of 2:20 or fewer for 3-4 year olds, 2:25 or fewer for 5-8 year olds).
- Provide necessary time for teachers to plan and work with each other and to observe individual children.
- Provide support for and evaluation of early childhood unit programs that implement new programs with varied curricula schedules, staffing patterns, and grouping of children.
- Develop new assessment approaches to use in planning how to work with individual children.
- Allow teachers adequate time to observe and record children's behavior.

- Select only reliable and valid tests, use them only for their intended purposes, and ensure that they are sensitive to children's developmental needs and to individual and cultural diversity.

- Do not use tests for placement of children in homogenous groups, for retention, or to determine eligibility for enrollment.

- Do not use a single test score to make decisions that have a major impact on children.

- Ensure that teachers and administrators include individuals representative of the community and the racial and ethnic backgrounds of the children served.

- Provide in-service for teachers and administrators on cultural and linguistic diversity of children.

- Provide curriculum material, resources and parent materials that reflect the cultural and linguistic diversity of children.

- Involve parents in decision-making regarding curriculum, evaluation, and program policy.

- Maintain communication between school and parents.

- Assist and encourage parents to reinforce school work and child development at home.

- Provide for young children to make an incremental transition from home to school when entering for the first time.

- Assure opportunities and provide support training for access for parents to observe and volunteer in their children's program.

- Provide in-service training for teachers and administrators on parent involvement and family support.

- Provide time for teachers to plan and conduct parent conferences and home visits.

- Encourage local businesses to provide release time for parents to participate in classrooms and conferences.

- Provide leadership in the development of family support programs and collaboration with existing providers that serve families from prenatal through grade 3.

- Provide time for teaching staff, administrators, and family support staff to work together.

- Make family support programs an integral part of the school with sufficient staff and sustained resources.
- Hire teachers and administrators with pre-service training, certification, or credentials in early childhood education or development.
- Provide regular in-service for teachers and administrators about research and theory.
- For teachers, use individualized, ongoing inservice and monitor approaches with classroom observation and feedback.
- Employ standards consistent with developmental curriculum for evaluation and supervision of teachers.
- Provide teachers with salaries and benefits equivalent to other teachers in the school with comparable education, training and experience.
- Provide opportunities for additional teacher education and training.
- Implement related strategies to improve staff quality.
- Participate as active members of community coordinating bodies and agencies for child and family services.
- Develop coordinating and referral procedures with local health and social services agencies for child and family needs (health, nutrition, mental health, other).
- Plan collaboration of the child and family services with the school and community agencies.
- Build upon existing community linkages such as transportation systems, outreach, cooperative screening, follow-up case management.

ASCD. The Association for Supervision and Curriculum Development (ASCD) also offers a number of program descriptions including information about content, operation, evaluation funding, unique features of the program, and contact persons. These program descriptions are provided as a supplement to this report in appendix G.

In addition to the program descriptions, ASCD has prepared analysis of issues concerning public school involvement in early childhood education (Warger, 1988).

The focus of strategies emerging from the analysis is similar to those recommended by the other professional associations cited in this report. Specifically, ASCD adds the following critical conclusions.

- In good "academic" childhood programs, children are actively involved with a time for play, socialization, art, and other appropriate educational activities such as those described in the previous recommendations made by NAEYC, ACEI, and NASBE (Warger, 1988, p. 106).
- "Developmental" programs also include learning activities which, like good academic programs, can produce "significant gains in IQ score, academic achievement, and general school success" (Schweinhart et al., 1986, Gersten and Keating, 1987, cited in Warger, 1988, p. 107).
- Reading can be appropriately taught in kindergarten if geared to the developmental level and attention span of 5 year olds with high teacher-child interaction such that all children experience success. The reading activities also must combine and integrate practice with more holistic comprehension activities including daily reading and discussion of stories. The reading program must contain "three target goals for learner outcomes: the ability to read independently, the ability to understand and analyze stories, and the development of a positive disposition toward reading" (Warger, 1988, pp. 108-109).
- Teachers of 4 or 5 year olds must have had "supervised experience teaching that age group... should hold a four-year degree and teaching credentials from an accredited higher institution... (and) have specific training in early childhood education/child development, and supervised practical experiences with young children," (Warger, 1988, p. 110).

ASCD also reports from the National Association of Early Childhood Specialists in State Departments of Education which cited transitional classes as an unacceptable practice in kindergarten entry and placement for the following reasons.

- Transition grades are in effect another name for retention.
- There is no conclusive evidence that retention is effective and experience shows the negative impact of retention on children's self-esteem, social behavior, and attitude toward school.
- The screening devices used to select children for transition grades have questionable reliability and validity yet they may be the sole criterion for such placement," (Warger, 1988, p. 111).

C. Specific Recommendations from Individual Researchers

Provide Appropriate Organizational Treatment of Individual Differences

The organizational treatment of individual differences influences the rate of retention in primary grades. The characteristics associated with low retaining and high retaining schools are listed below (Shepard and Smith, 1988; Smith and Shepard, in press, cited in Shepard and Smith, 1988, p.143).

Low Retaining Schools

- less segregation of children into low-performing classes
- more fluid organizations
- flexible proficiency standards
- cooperative arrangements between teachers of differing grades
- shared understanding among teachers that the next grade teacher would pick up instruction where the previous teacher left off
- parents of potentially at-risk children had never been told that their children were not making normal progress or were unready or had even considered kindergarten retention as part of their realm of experience (Shepard and Smith, 1985, cited in Shepard and Smith, 1988).

High Retaining Schools

- more segregation of children expected to perform poorly
- rigid proficiency standards
- expect parents of at risk children to consider kindergarten retention
- do not accommodate individual differences in regular classrooms

The research findings of Shepard and Smith (1988, p. 144) indicate that "schools that accommodated individual differences were neither richer no poorer...they did not serve less diverse populations, nor did they have appreciably different average achievement scores."

Provide Developmentally Appropriate Curricula and Instructional Methods in the Primary Grades

NAEYC's Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, according to the Committee on Education, K-12, "documents both appropriate and inappropriate practices currently existing in public primary grades" and provides recommendations for changes in structure and curriculum (Status Report: Florida Primary Education Program (PREP) Non-promotion in Primary Grades, March 1989, p.6). This NAEYC book is provided as a supplement to this report.

"For those children whose difficulties do not cause the teacher to change her approach, her instructions, or learning materials to accommodate their confusion, learning style, or competence, a consequence is likely to be feeling cut (out) of it. Occasional experiences of feeling out of it are benign; but for children who feel, and indeed are out of it regularly, there is no alternative but sooner or later to give up, to learn to feel stupid, and to withdraw from the fledgling community of scholars. A curriculum which has the potential to cause such feelings is a sufficient threat to the school experience and life chances of enough children to cause concern)," (Katz, Rath, and Torres, 1987, p.40).

Adapt the curricula to fit the child (Katz, 1988; NAEYC, 1988).

"Provide a variety of curricula and the use of instructional practices that take into consideration natural variations in achievement, ability, linguistic competence, and background," (Smith and Shepard, 1987, p. 134).

Highly formalized activities that occur too early have negative educational effects. They deprive children of time to learn from play, substitute inappropriate symbolic learning for manipulative learning, detach reading from normal language development; stifle natural exploration, increase stress,: (Elkind, 1987; International Reading Association, 1986; Kamii, 1985; NAEYC, 1986; Winn, 1983, cited in Shepard and Smith, 1988, pp. 137-138).

Provide Developmentally Appropriate Programs in Specific Content Areas (Schultz, 1989)

The types of developmentally appropriate programs that have achieved high rates of success with diverse types of students include:

- the Reading Recovery Program with one-on-one tutoring in reading and writing skills for first-grade students
- the Cognitively Guided Instruction Project (University of Wisconsin), a program to train teachers in the ways in which young children come to understand arithmetic problems -- the resulting teaching strategies lead to student development of effective problem-solving skills.

Maturation -- time to grow -- is not the only variable. Children need planned and developmentally appropriate experiences (Meisels, 1987, p.111).

Provide Services that Enhance Opportunities to Learn and Prevent Failure

- tutoring, after-school tutoring (Smith and Shepard, 1987; Rafoth, Dawson, and Carey, 1988)
- summer school (Smith and Shepard, 1987; Rafoth, Dawson, and Carey, 1988)
- learning laboratories (Smith and Shepard, 1987)
- guidance services (Smith and Shepard, 1987)
- parent education (Smith and Shepard, 1987)
- parent involvement (Cadigan, Entwistle, Alexander, and Pallas, 1988; Silvern, 1988; cf. other references in the section on "Parent Involvement")
- individualized instruction (Smith and Shepard, 1987; Rafoth, Dawson, and Carey, 1988)
- remedial instruction/special help (Rafoth, Dawson, and Carey, 1988; Baenan, 1988)
- mastery learning (Rafoth, Dawson, and Carey, 1988)
- direct instruction (Rafoth, Dawson, and Carey, 1988; Gersten and White, 1986)

- adaptive education (Rafoth, Dawson, and Carey, 1988)
- curriculum based assessment (Rafoth, Dawson, and Carey, 1988)
- pull-out programs (Cadigan, Entwistle, Alexander, and Pallas, 1988)
- more in-class instruction (Frymier, 1989)
- personalized teaching (Frymier, 1989)
- preventive programs (Hagin, 1984)
- avoid labeling of children (Cuban, 1989; Mallory and Kearus, 1988) celebrate human variances instead of putting the label "slow" or "failing" on children who take longer to learn asics (Connell, 1990)

Increase Instruction to Enhance Phonemic Awareness for Children Who Are at Risk of Unsuccessful Progress in the Next Grade

The alternative of focused instruction on phonemic awareness instead of retention was not directly recommended by Juel and Leavell (1988), but it is an implied alternative from the results of their research.

Juel and Leavell (1988) reported similar short-term gains and negative long-term influence of retention. They focused their research on the factors that might account for the initial positive influence and the long-term reversal of positive effects. In their study of a large, ethnically mixed, lower middle-class school in Austin, Texas, they studied the effects of retention on the beginning reader who is at-risk for reading failure. Students who are at risk of reading failure frequently become designated as learning disabled, and students labeled as learning disabled usually are poor readers. Juel and Leavell used techniques to assure equivalency of the reading curriculum and teaching strategies for the students in the study. Their findings account for some of the factors that may contribute to the mixed reports on effects of retention in the area of reading skills and instruction.

1. "...children who finish first grade with poor word recognition skill may benefit from retention if they start the repeated year with increased phonemic awareness;"

2. "...further growth in word recognition may be impaired in second grade unless spelling-sound knowledge continues to grow;"

3. "Retention did not appear to facilitate listening comprehension to the extent it did word recognition, with the effect of further limiting improvement in reading comprehension."

Note. Cadigan, Entwistle, Alexander, and Pallas found reading competency to be a critical factor in retention decisions (1988, p. 85).

Note. Connell (1990) recommends drawing each day to develop hand-eye coordination, related to writing, acceptance of spelling approximations initially, early discrimination of vowel sounds in learning, teaching the most common speech sounds first, recognizing and following the most natural sequence of sound learning when teaching the written language, teaching alphabet letters as meaningful parts of words rather than in isolation, and encouraging beginning writing before expecting beginning reading.

Movement of Children into a Flexible, Child-Centered First Grade (Shepard and Smith, 1988)

Characteristics of this alternative include:

- Teachers and principals have a commitment to adapting curriculum and instructional practices to individual differences.
- Children who are not yet proficient are not failed because the first grade teacher continues with the child where the kindergarten teacher leaves off.

Provide Flexible Standards of Competence in the Primary Grades (Smith and Shepard, 1987)

The demand for stricter enforcement of grade level requirements for children is not valid. The findings from studies related to motivation "indicate that the most effective motivation occurs when the expectations that adults hold for children and those that children hold for themselves are sufficiently high to demand the child's best effort but not so high as to produce excessive frustration and discouragement," (Doyle, 1989, p. 216).

"...fixed higher standards injure at-risk pupils, causing many more children to fail who would have in due course done quite well," (Shepard and Smith, 1988, p. 138).

Delay the Testing of Primary Students for Purposes of Accountability

(Smith and Shepard, 1987; Committee on Education, K-12, Status Report: Florida Primary Education Program (PREP) Non-promotion in Primary Grades, March 1989)

Provide In-Between Grade Arrangements or Flexible Arrangements that Decrease Grade Isolation (Shepard and Smith, 1988; Smith and Shepard, 1987)

In-between grade arrangements allow children to move freely across grade boundaries in activities such as:

- cross-age tutoring
- student visits to the next grade for three hours a week.

Provide Alternative Grouping of Students

Group students to bring together children of diverse ability (Hollifield, 1987). Examples of effective groupings that allow children to learn from one another include:

- cooperative learning (Schultz, 1989; Rafoth, Dawson, and Carey, 1988; Katz et al. 1989; Newman, 1988; Katz, Evangelow, and Hartman, 1989)
- peer tutoring (Schultz, 1989; Rafoth, Dawson, and Carey, 1988; Frymier, 1989; Katz, et al. 1989; Katz, Evangelow and Hartman, 1989)
- mixed age groups (see below "Reconfigure Programs...")
- cooperative learning followed by practice of skills in mixed-ability learning (Slavin and Madden, 1987)

Cooperative learning is a teaching strategy involving children's participation in small group learning activities that promote positive interaction. Components of the cooperative learning process as described by Johnson and Johnson (1984) include well-constructed cooperative learning tasks that involve positive interdependence on others and individual accountability. Cooperative learning activities improve relationships with peers, especially those of different social and ethnic groups. Slavin (1980) notes: "Cooperative learning methods [sanctioned by the school] embody the requirements of cooperative, equal status interaction between students of different ethnic backgrounds..." Wideman and Kagan (1987) report that because minority students tend to be more cooperative in social orientation (Kagan, 1977, 1984), traditional classroom structures, which use competitive and individualistic reward structures, may provide few valued rewards for academic achievement for minority studies. Their study results support the use of cooperative learning with minority populations, which are generally cooperative.

Even though experimental research makes cooperative learning teams look promising, national studies indicate that few students spend much time in groups of this sort (Stodolosky, 1984).

At least two Florida school districts are experimenting with cooperative learning teaching strategies. Polk County began with the training of first grade teachers three years ago to use the teaching strategy. Katy Thornhill, Polk County Elementary Specialist, reports that the school district will be involved in a research study in 1990-91 designed by Roger Johnson to assess learner effects of the cooperative learning project.

The Orange County school district recently initiated cooperative learning training for teachers. Will Still is the contact person in Orange County.

Provide Ungraded Early Childhood Units that Include Kindergarten and the Primary Years (Schultz, 1989; Connell, 1990)

British Columbia implemented such a program in the fall of 1989. Appendix F contains an Executive Summary of this curriculum.

Lack of differences between youngest and oldest children on readiness measure at second, third and fourth grade is due to ungraded instruction in which teacher expectations are individualized (Miller and Norris, 1957).

Provide Continuous Progress Model to Allow Students to Advance from One Concept Skill to the Next as They Are Ready Regardless of Age or Grade (Cohen, 1989)

Providing the necessary time for learning to occur is critical. "...it is clear that incomplete learning results when time needed and time spent are out of balance" (Karweit, 1988). The result of this imbalance will be a low correlation between time spent and learning. "The imbalance can be addressed by increasing time spent or decreasing time needed...students differ in time needed by ratios of as much as 7:1 (Gettinger, 1984)...students also differ in time spent by ratios of at least 3:1 (Karweit, in press)," (Karweit, 1988, pg.120; cf. L. Anderson, 1985 and Gettinger, 1984, cited in Karweit, 1988).

Reconfigure Programs for Four to Six Year Old Children into a Single Lower Primary Unit to Replace the Existing Separate Pre-kindergarten, Kindergarten, and First Grade Programs

Typically schools use ability rather than mixed ability groupings. Yet, ability grouping has "instructional disadvantages (Wisconsin Center for Educational Research, 1984) in that slow children slow each other down, increasing their distance from the fast children, and fast children speed each other on, increasing their lead, but also the potential for stress. Many of those children who are in the low group may feel discouraged at best, or incompetent at worst. But many children in the top group become anxious about the danger of failing or falling out," (Katz, Rath, and Torres, 1987, p.37).

There is "no requirement that a child must progress through school in 180-day steps labeled by uniform grade names" in statutes or rules (California School Readiness Task Force cited in Committee on Education, K-12, Status Report: Florida Primary Education Program (PREP) Non-promotion in Primary Grades, March 1989, p. 5). Required data could be "reported by age rather than grade with no change in procedures" (Status Report, p. 6).

> Note. Comparisons of achievement in graded and non-graded programs are inconclusive, but standardized achievement tests tend to favor non-graded programs as "particularly beneficial for minorities, boys, underachievers, and low-income pupils" (Cohen, 1989). Mixed age grouping receives support from "the evidence for cross-age studies, mixed ability grouping, and cooperative learning literature" (Katz cited in Cohen, 1989). With more information about how children learn, multi-age grouping can now be more successful than in the past, but teachers will require training in developmental stages, and the curriculum must provide adequate preparation for pupil progress (Cohen, 1989). Cohen also describes two successful multi-age programs with different resources and demographics that operate with continuous progress and shared decision-making among teachers and other staff.

The practice of educating children in mixed-age groups in early childhood education, including the primary grades, has a long history. Mixed age grouping has also been known as heterogenous, multi-aged, ungraded or non-graded and family grouping. Cross-age tutoring is another method of altering traditional ways of grouping children in the early years.

A number of studies indicate that mixed-age grouping can provide remedial benefits for at-risk children (Whiting, 1983; Ludeke & Hartup, 1983; Hartup, 1976; Katz et al. 1989).

Most of the research is focused on the effects of mixed-age or multi-graded classes on student achievement. A review of 13 such studies concluded that most researchers did not find significant differences in reading and mathematics achievement scores between mixed-age classes and single-age classes (Veenman, et al., 1985).

Lower the Ratio of Students to Teachers

Research shows that the younger the child, the "more direct and intimate contact the child needs with the teacher," 1 teacher:3 four year olds; 1:10 five year olds; 1:15 six year olds (Connell, 1990, p. 14; cf. J. Holmes, 1962 cited in the same source).

Engage Parent Involvement

Successful programs have informed and trained parents through:

- parent meetings, workshops, training sessions and contingency management programs
- the development of parent guides, handbooks, and information packets
- increasing the information parents have about school reading programs through written information, parent conferences, encouraging parental visits and participation
- increasing the amount and specificity of information parents receive about their child's progress in school (Silverman, 1985, p.49).

Powell (1989 pp. 15-16) reported the following standards for staff-parent interaction in high-quality early childhood programs.

- Information about the program is given to new and prospective families, including written descriptions of the program's philosophy and operation procedures.
- A process has been developed for orienting children and parents to the center which may include a pre-enrollment visit, parent orientation meeting, or gradual introduction of children to the center.
- Parents are welcome as visitors in the center at all times (for example, to observe, eat lunch with a child, or volunteer to help in the classroom). Parents and other family members are encouraged to be involved in the program in various ways, taking into consideration working parents and those with little spare time.
- A verbal and/or written system is established for sharing day-to-day happenings that may affect children. Changes in a child's physical or emotional state are regularly reported.

Since 1970 the Head Start Policy Manual has mandated performance standards for four areas of parent participation (powell, 1989, p10).

- participation in making decisions about the nature and operation of the program;
- participation in the classroom as paid employees, volunteers, or observers;
- activities for the parents that they have helped to develop; and
- working with their children in cooperation with the staff of the center.

The new federal Even Start initiative, a family-centered education program authorized as part of Chapter 1 of Title 1 of Public Law 10-297, provides funds to local educational agencies for programs that help parents become full partners in their children's education and to assist children in reaching their full potential as learners. Program elements include instructional programs that promote adult literacy and prepare parents to support their children's educational growth. Home-based programs are one of the outreach mechanisms (Powell, 1989, p. 12).

The family resource movement of the 1980's also is evidence of a growing focus on the provision of programmatic support for families with young children (see Weissbourd, 1983; Kagan et al., 1987). Key assumptions of this movement are:

- all families need support regardless of economic status or specific concerns;
- personal social networks are a major source of support for families;
- the provision of social support during the first year's of a child's life serves a preventive function; and
- support to families should make use of existing community resources (Family Resource Coalition, 1981 p. 14).

Note. The Office of Policy Research and Improvement (OPRI) cited earlier has a complete issue on "Parent Involvement." (OPRI, 904/487-1078, SC 277-1078, June 1988).

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CHAPTER 3

K-3 Educational Programs in Palm Beach County

CHAPTER 3

K-3 EDUCATIONAL PROGRAMS IN PALM BEACH COUNTY

3.1 Description of Organization, Funding and K-3 Education Programs in Palm Beach County

The Palm Beach County School District is the fifth largest school district in Florida in terms of students served with pre-kindergarten through grade 12 membership in excess of 100,000 students.

Organizationally, K-3 education is placed under the District Director of Elementary Education, who reports to the Associate Superintendent for Instruction. Other programs and services for K-3 students are served by the directors of federal programs, exceptional student education, guidance and student services, and research and evaluation who also report to the Associate Superintendent for Instruction.

The district has 68 elementary schools serving K-6 students. The schools are organized into seven areas with an area administrator and a math and language arts specialist assigned to each area office. The area administrators report to an assistant superintendent for area administration who reports directly to the superintendent. Exhibit 3-2 is an organizational chart for the Palm Beach County Schools.

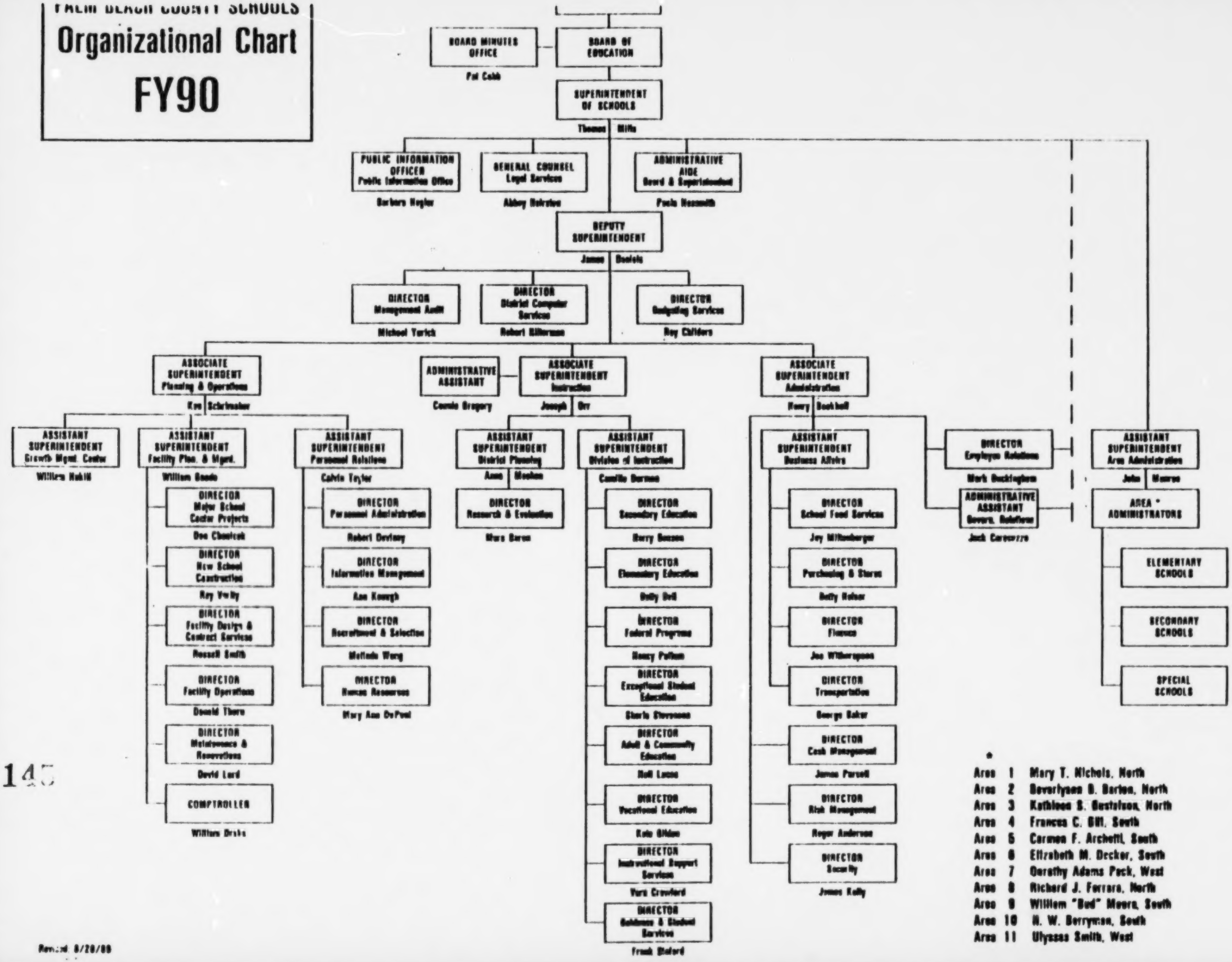
K-3 student membership in the Fall of 1989 is summarized in exhibit 3-1. These students are served by 1,434 teachers or an average pupil/teacher ratio of 26:1.

EXHIBIT 3-1

K-3 Student Membership, Fall 1989

Grade	Number of Students
K	10,321
1	9,429
2	8,972
3	8,447
Total	37,169

PALM BEACH COUNTY SCHOOLS
Organizational Chart
FY90


BOARD MINUTES OFFICE
Pat Cobb
BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
Thomas Mills
PUBLIC INFORMATION OFFICER Public Information Office
Barbara Hegler
GENERAL COUNSEL Legal Services
Abbey Hairston
ADMINISTRATIVE AIDE Board & Superintendent
Paula Nesmith
DEPUTY SUPERINTENDENT
James Daniels
DIRECTOR Management Audit
Michael Yurick
DIRECTOR District Computer Services
Robert Silberman
DIRECTOR Budgeting Services
Roy Childers
ASSOCIATE SUPERINTENDENT Planning & Operations
Ken Schrimsher
ADMINISTRATIVE ASSISTANT
Connie Gregory
ASSOCIATE SUPERINTENDENT Instruction
Joseph Orr
ASSOCIATE SUPERINTENDENT Administration
Henry Boekhoff
ASSISTANT SUPERINTENDENT Growth Mgmt. Center
William Nakin
ASSISTANT SUPERINTENDENT Facility Plan. & Mgmt.
William Goode
DIRECTOR Major School Center Projects
Don Chmelcek
DIRECTOR New School Construction
Roy Vesity
DIRECTOR Facility Design & Contract Services
Russell Smith
DIRECTOR Facility Operations
Donald Thorn
DIRECTOR Maintenance & Renovations
David Lord
COMPTROLLER
William Drake
ASSISTANT SUPERINTENDENT Personnel Relations
Calvin Taylor
DIRECTOR Personnel Administration
Robert Devlany
DIRECTOR Information Management
Ann Keough
DIRECTOR Recruitment & Selection
Melinda Wong
DIRECTOR Human Resources
Mary Ann DuPont
ASSISTANT SUPERINTENDENT District Planning
Anne Meehan
DIRECTOR Research & Evaluation
Mara Baron
ASSISTANT SUPERINTENDENT Division of Instruction
Camille Dorman
DIRECTOR Secondary Education
Barry Benson
DIRECTOR Elementary Education
Betty Bell
DIRECTOR Federal Programs
Nancy Pullum
DIRECTOR Exceptional Student Education
Sharla Stevenson
DIRECTOR Adult & Community Education
Nell Lucas
DIRECTOR Vocational Education
Kate Gildea
DIRECTOR Instructional Support Services
Vera Crawford
DIRECTOR Guidance & Student Services
Frank Staford
ASSISTANT SUPERINTENDENT Business Affairs
DIRECTOR School Food Services
Joy Miltenberger
DIRECTOR Purchasing & Stores
Betty Heiser
DIRECTOR Finance
Joe Witherspoon
DIRECTOR Transportation
George Baker
DIRECTOR Cash Management
James Parsell
DIRECTOR Risk Management
Roger Anderson
DIRECTOR Security
James Kelly
DIRECTOR Employee Relations
Mark Buckingham
ADMINISTRATIVE ASSISTANT Govern. Relations
Jack Carozzo
ASSISTANT SUPERINTENDENT Area Administration
John Monroe
AREA * ADMINISTRATORS
ELEMENTARY SCHOOLS
SECONDARY SCHOOLS
SPECIAL SCHOOLS

*

Area 1 Mary T. Nichols, North
Area 2 Beverlyann B. Barton, North
Area 3 Kathleen S. Gustafson, North
Area 4 Frances C. Gill, South
Area 5 Carmen F. Archetti, South
Area 6 Elizabeth M. Decker, South
Area 7 Dorothy Adams Peck, West
Area 8 Richard J. Ferrara, North
Area 9 William "Bud" Moore, South
Area 10 H. W. Berryman, South
Area 11 Ulysses Smith, West

Revised 8/20/89

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EXHIBIT 3-2

The Palm Beach County Schools expenditure of $2,879 per student in grades K-3 as reported by the Florida Department of Education, was the greatest of any of the ten largest school districts in Florida in 1988-89 as shown in Exhibit 3-3.

3.2 Components of the Current Program

3.2.1 Methods, Instruments for Screening

Documentation of Screening Components. The June 1989 Pupil Progression Plan for the Palm Beach County public schools summarizes the Primary Education Program (PREP) emphasis in the following way (p.1).

> Emphasis on health and educational screening and assessment as outlined in the district approved PREP plan; preventive, developmental, and enrichment strategies used as appropriate.

A major goal designated in the district approved PREP plan is to utilize educational screening and assessment, health screening and assessment, teacher observation, a parent checklist and available records for identifying existing and potential learning problems and learning strengths for assigning appropriate educational strategies to meet individual student needs.

The designated screening procedures and assignment criteria are expected to produce the following outcomes according to the Palm Beach County PREP plan (pp. 15, 31, 53-54).

- Initial screening and appropriate in-depth assessment of individual students.
- Appropriate application of learning theory, prescriptive teaching, and alternative techniques. Appropriate matching of material learner resources, practical data interpretation, and implementation of the Unified Curriculum.
- Appropriate assignment of individual strategies to all kindergarten and first grade students.
- Appropriate referrals to Special Education for all students whose instructional needs are not met by the K-3 program.

EXHIBIT 3-3

FLORIDA DEPARTMENT OF EDUCATION
K-3 EXPENDITURES FOR SELECTED DISTRICTS, 1988-89

DISTRICT	TOTAL EXPENDITURES	TOTAL K-3 ENROLLMENT	COST PER STUDENT
DADE	$263,836,446	94,430	$2,794
BROWARD	$147,652,012	53,614	$2,754
PALM BEACH	$104,971,213	36,462	$2,879
HILLSBOROUGH	$100,568,853	42,014	$2,394
DUVAL	$98,502,510	39,875	$2,470
ORANGE	$89,019,741	32,971	$2,700
PINELLAS	$79,022,865	29,788	$2,653
POLK	$56,538,621	22,702	$2,490
BREVARD	$48,548,671	19,221	$2,526
SEMINOLE	$38,551,158	15,325	$2,516

- Anticipated progress accomplished by those students assigned developmental strategies.
- Promotion of students assigned preventive strategies.
- Continued achievement of students assigned enrichment strategies.

The district-approved PREP plan differentiates screening, evaluation, assessment, and staffing in the following ways (pp. 5-7).

1) educational screening: a short information gathering procedure for obtaining information about a large number of children in order to identify potential individual learning needs of students;

2) evaluation: the battery of tests which provide an in-depth assessment of a child who is referred to special education;

3) assessment: the collection and interpretation of data beyond screening in order to identify a child's specific needs;

4) staffing: the review of a child's screening or assessment data by the principal, primary resource teacher, classroom teacher and other personnel, to identify appropriate instructional strategies, reassignment, or referral to special education.

The PREP plan focuses upon assessment as "an on-going process and should not be 'locked into' a referral and staffing procedure," (p. 26) and specifies that "educational screening shall be performed with the classroom teacher acting as the primary screening agent. All students, kindergarten through third grade, will be screened within eight weeks of their initial entry. Students also will be screened upon teacher referral, (p. 10)."

According to the PREP plan, the classroom teacher is the designated screening agent for six of the screening instruments and collaborates with the Primary Resource Teacher on a seventh. The Primary Resource Teacher is the designated screening agent for an eighth instrument.

Exhibit 3-4 displays the educational screening instruments, the time period for screening, and the screening agent designated in the PREP plan for Palm Beach County.

The educational areas designated for screening in the PREP plan (p. 11) include:

- pre-reading readiness
- pre-computation skills
- reading
- math
- visual discrimination
- visual memory
- auditory memory
- language concepts
- fine motor development
- gross motor development
- haptic (kinesthetic-tactile)
- social skills
- health (as it relates to educational needs)
- pre-school development
- family history (brief).

The PREP plan further elaborates on the process of assessment (p. 26): "If a student is assessed, using any one of the alternatives, the data will be used to the extent possible to develop the Student Instructional Plan."

EXHIBIT 3-4

EDUCATIONAL SCREENING COMPONENTS

Screening Instrument	Kindergarten	Grade First	Second Grade & Third Grade	Screen Agent
Teacher Observation Checklist	First 8 weeks	Initial entry or before referral for assessment or Special Education	On initial entry, before referral for assessment or Special Education and as indicated	Teacher
Parent Checklist	First 8 weeks	As indicated	On initial entry or before referral for assessment or Special Education	Primary Resource Teacher
Progress on Kindergarten Checklist	on going	Before referral for assessment or Special Education	Not given	Teacher
Stanford Achievement Test (When indicated)	not given	First 2 weeks SESAT	April of prior year	Teacher
Process Skills Screening Instrument	not given	Initial entry and on referral	Initial entry and before referral for assessment	Teacher and/or Primary Resource Teacher
Unified Curriculum Placement Test	not given	Initial entry	Initial entry	Teacher
Past Performance records	as available	As available	As available	
Classroom task performance on assignments	as available	Most recent 2 week period	Most recent 2 week period	Teacher

Exhibit 3-5 provides a list of the additional instruments that may be utilized for assessment and the grade levels or ages appropriate for use.

EXHIBIT 3-5

ASSESSMENT INSTRUMENTS

Central Processing:

1. Wepman Auditory Discrimination Test (Age 5-8)
2. Brigance Pre-School Inventory (Age 0-6)
3. Meeting Street (K-1)
4. Detroit Test of Learning Aptitude (3 years - up)
5. Purdue Perceptual-Motor Survey (6-10)
6. Perceptual Motor Inventory (Grades K-3)
7. Pre-Reading Screening Procedures-Singerland (K-1)
8. Peabody Picture Vocabulary (2.6-18 years)
9. Ann Arbor Learning Inventory (K-1, 2-4)
10. Santa Clara Inventory of Developmental Tasks (pre-school - 7 years)
11. Illinois Test Psycholoinguistic Abilities (2-10)
12. Vineland Social Maturity Scale (0-maturity)
13. Kinesthesia & Tactile Perception Test, Aryes (4-8)

Academic:

1. Diagnostic Reading Scales (Grades 1-6)
2. Key Math Diagnostics Arithmetic Test (Grades K-7)
3. Woodcook (Reading or Math) (Grades K-12)
4. Durrell Analysis of Reading Difficulty (Grades 1-6)
5. Gates-McGinitie Reading Tests (K-Grade 1)
6. Unified Curriculum Assessment (Grades 1-6)
7. Carolina (Migrant) (2-5 years)
8. Peabody Individual Achievement Test (K-12)
9. Brigance-Diagnostic Inventory Basic Skills (K-6)
10. Metropolitan Readiness Test (K-1)
11. Stanford Achievement Test (K-4)
12. Stanford Early School Achievement Test (K-1)

Others:

1. Wechsler Pre-School & Primary Scale of Intelligence (4-6.5)
2. Wechsler Intelligence Scale for Children (5-15)
3. The Structure of Intellect (K-12)

The PREP plan and other documentation available from the Palm Beach School District did not include guidelines for deciding when to use which of the available assessment instruments, nor information on the administering agent or qualifications for conducting assessments.

The initial PREP plan designates the following procedures and criteria for assignment and reassignment (pp. 48-52). (A 1984 amendment designates a preventive focus.)

Procedures:

(1) Primary students will be screened in the areas of health, academics, and central processing foundations within eight weeks of their initial enrollment.

(2) Classroom teachers will assume the responsibility for the initial educational screening and observations, using the District adopted procedures.

(3) Primary Resource Teachers will assist classroom teachers, as needed, in developing a Student Instructional Record for each student.

The Student Instructional Record includes:

a) results of screening, assessments and diagnostic tests, both strengths and weaknesses
b) a statement of the identified correctable learning problem or potential problem, if appropriate
c) the specific educational strategies that will be utilized for correction of the problem(s)
d) the projected length of time before that student's program is considered for design.

(4) Classroom teachers will identify those students with short term needs and assign appropriate activities.

(5) The Primary Resource Teacher will identify those students who appear to have specific needs and will request additional assessment.

(6) The principal will make the final decision for assessment and provide the Primary Resource Teacher with a list of students needing additional assessment.

(7) The Primary Resource Teacher will coordinate the procedures needed to accomplish the assessments.

(8) The School Staffing Committee will review the data on those students assessed and will assign the appropriate strategy or strategies to each child.

(9) Primary Resource Teachers and other staff members will assist classroom teachers in planning a holistic environment to meet the needs of each student.

(10) The Systematic Approach to Developmental Instruction (SADI) will be used in kindergarten and as necessary in first grade to ensure that each student assigned a strategy reaches the maximum level in central processing foundations.

11. The appropriate level of materials of the District Unified Curriculum Communication Skills and Mathematics will be utilized in the preventive, developmental, and enrichment strategies but the delivery of content will be determined by the learning styles and identified strengths of the assigned students.

12. The principal will be responsible for implementing an organizational structure which ensures that:

    a) the District screening, assessment, and assignment procedures are implemented
    b) the School Staffing Committee considers referrals expeditiously
    c) student progress in mastering the District objectives is monitored
    d) students are being reassigned a new strategy as soon as their performance indicates a need for change
    e) teachers are afforded sufficient staff development and assistance to successfully implement the program
    f) the environmental plans are based on a holistic approach to meeting each student's needs
    g) the additional aide allocation is utilized to increase the individualization of instruction.

Criteria for Assignment and Reassignment

1. Strategies will be assigned to students on review of the following applicable data by the School Staffing Committee:

    a) Health screening results applicable to educational needs
    b) Teacher observations of the student's emotional* behavioral and emotional adjustment (sic), as indicated on the Teacher Observation Checklist
    c) Stanford Achievement Test Scores
    d) Unified Curriculum assessment instruments
    e) Progress in mastering Unified Curriculum objectives
    f) Past performance, if records are available
    g) Parent Checklist
    h) Kindergarten Checklist
    i) Examples of classroom task performance on recent assignments
    j) In-depth diagnostic assessments (as listed under assessments)

* The Teacher Observation Checklist appears to address social, emotional, and behavioral areas.

2. Classroom teachers will review the progress of each student in each assigned strategy at least once during each nine week period. Those students who have not made sufficient progress and those students who exhibit accelerated progress are to be re-evaluated.

3. The Primary Resource Teacher will assist the classroom teacher in redesigning the students's instructional program.

4. The parent(s) will be notified of any change in instructional strategy.

5. The Primary Resource Teacher will assist the classroom teacher in the appropriate utilization of materials in each strategy.

6. The School Staffing Committee will review the Student Instructional Plan of those students who are referred by the Primary Resource Teacher and the classroom teacher to ensure that appropriate assignment is maintained.

7. The School Staffing Committee will consider alternative programs and/or referral for Special Education evaluation if a student assigned preventive strategies shows no significant progress by the end of the second nine-week period or earlier on an individual needs basis.

8. The School Staffing Committee will consider referral for Special Education for those students needing an instructional program beyond that which is provided by the enrichment strategies.

9. An extended half-day summer program will be provided, in math and communications skills for:

   a) students who continue to need preventive strategies
   b) students who did not meet the District Pupil Progression Standards
   c) students who are not certified in all third grade State Assessment Standards.

The Florida Primary Education Program (PREP) Annual End of Year Report, July 1, 1987 - June 30, 1988, p. 1, describes the educational screening components as follows for the Palm Beach School District.

> The major screening components continued to be: Parent Screening Inventory, Teacher Observation Checklist, Ann Arbor Screening Test, Unified Curriculum skills requirements, Systematic Approach to Developmental Instruction (SADI), and various techniques to identify learning strengths.

Utilization of Prescribed Methods, Instruments. Although the Palm Beach School District documents a variety of assessment alternatives, a recent state monitoring of assessment procedures included findings of a lack of evidence of the following requirements:

- Further assessment of students "when such recommendations are made by the classroom teacher and primary specialist with approval of the principals," (Section 230.2312 (3) (c), F.S.).
- The use of screening and other data in making recommendations for further assessment of students including the types of data specified in Section 230.2312 (3) (c), F.S.

    (1) teacher observation of behavioral and emotional adjustment to the school environment

    (2) observation of the student's performance of assigned tasks

    (3) relative scores on standardized or other tests.

- The specification of procedures and criteria for the school staffing committee (including at least the classroom teacher and the principal or principal's designee) to use in making assignments (Section 230.2312 (3) (d), F.S.).

    (1) assigning enrichment and preventive strategies

    (2) recommending students for exceptional student evaluation.

- The specification in the pupil progression plan of specific dismissal criteria from grade 3, (Section 230.2312 (4), F.S.S).

In response to these findings, the Palm Beach School District created the following additional documentation in June 1989.

- "Assessment Reporting Form."
- "Assessment Observation Form"

The "Assessment Reporting Form" includes a separate set of instructions describing the assessment referral procedures following initial screening and after initial placement in developmental strategies.

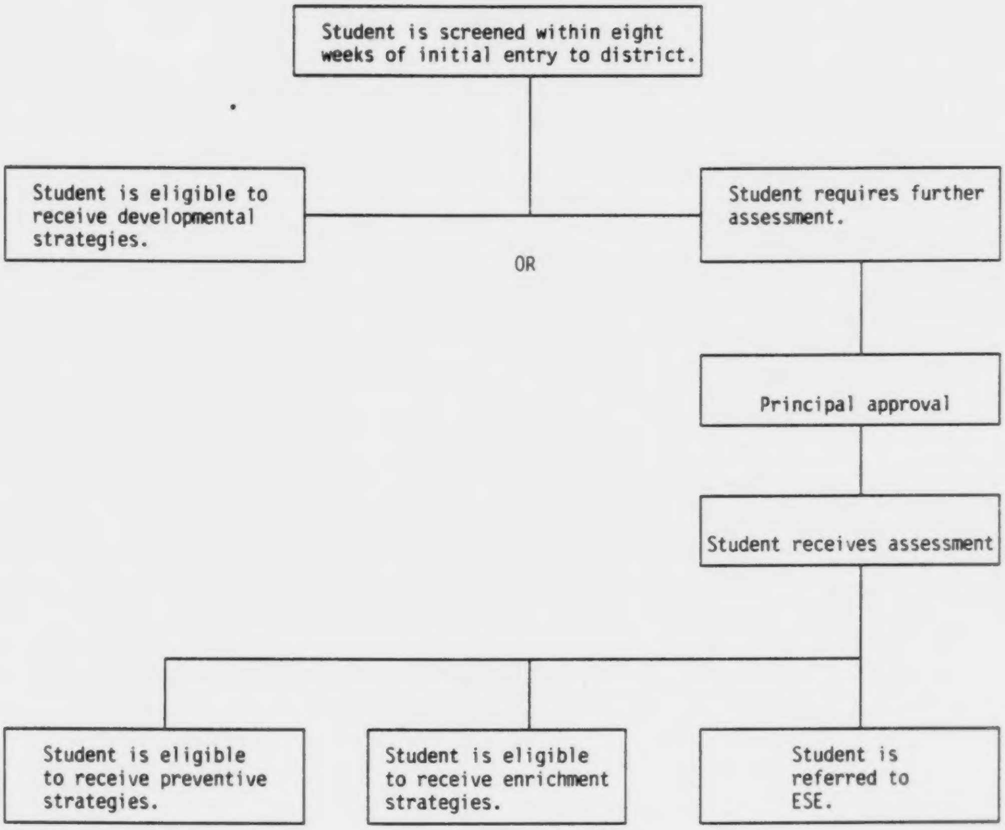
The "Assessment Reporting Form" is designed to allow identification of student and teacher, grade level, date, current performance level in reading and math, and the areas requiring further assessment as a result of screening (motor skills, visual discrimination, visual memory, auditory discrimination, language concepts, pre-or reading skills, pre-or math skills, auditory memory). It accommodates information on the purpose for assessment, e.g., assignment to preventive or enrichment strategies, educational planning, pre-referral to ESE, and "other." In addition the form requires the signature of the primary resource teacher who makes the recommendation and the principal who provides approval. The date of assessment, identification of assessment instruments and/or observation data, and recommendations based on assessment must be indicated on the form. The recommendations include strategy assignment to preventive or enrichment, interventions, referral to the Child Study Team, or "other."

The "Assessment Observation Form" is designed to allow identification of student and teacher, date and time of observation, the areas requiring further assessment as a result of screening (motor skills, visual discrimination, and auditory memory), and an observation narrative.

Exhibit 3-6 displays the assessment process for a student being recommended for assessment following initial screening. Exhibit 3-7 displays the process for a student being recommended for assessment at any time after the initial placement in developmental strategies.

EXHIBIT 3-6

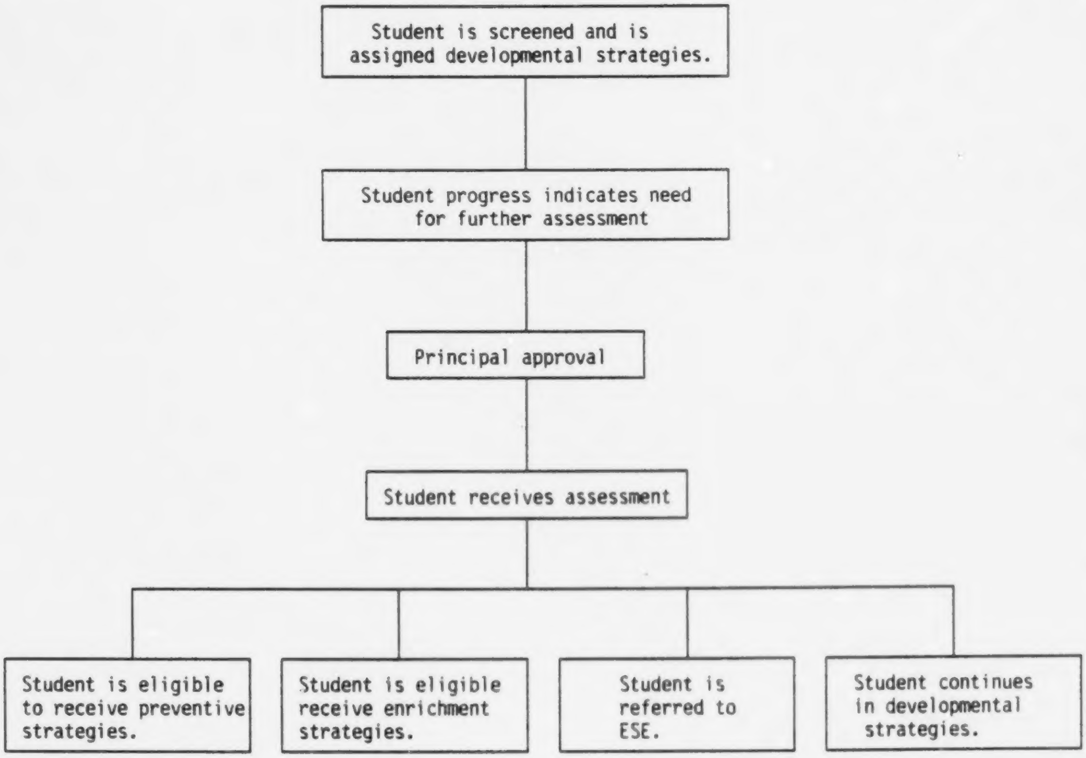
ASSESSMENT PROCESS AFTER INITIAL SCREENING


Student is screened within eight weeks of initial entry to district.
Student is eligible to receive developmental strategies.
OR
Student requires further assessment.
Principal approval
Student receives assessment
Student is eligible to receive preventive strategies.
Student is eligible to receive enrichment strategies.
Student is referred to ESE.

Reference: Palm Beach School District Assessment Reporting Form.

EXHIBIT 3-7

ASSESSMENT PROCESS AT ANY TIME AFTER INITIAL PLACEMENT IN DEVELOPMENTAL STRATEGIES


Student is screened and is assigned developmental strategies.
Student progress indicates need for further assessment
Principal approval
Student receives assessment
Student is eligible to receive preventive strategies.
Student is eligible receive enrichment strategies.
Student is referred to ESE.
Student continues in developmental strategies.

Reference: Palm Beach School District Assessment Reporting Form.

The initial meeting of the MGT Program Review Team at the Palm Beach School District and subsequent on-site interviews confirmed the use of the Teacher Observation Checklist as the major initial screening instrument. This meeting and interviews also identified the Gesell School Readiness Screening Test an instrument which is used to assess developmental age of a child prior to placement in Junior Kindergarten (a program designed for students who are "not ready" for the regular kindergarten program) and for students placed in K-1 Transitional (a program designed for students who are "not ready" for the regular first grade).

After placement in programs and strategy assignments, progress through the kindergarten curriculum is to be considered in assessment.

Within the SADI component of the Unified Curriculum for the Palm Beach County Schools, entry and exit activities also are assigned for each objective of the developmental strand of activities. The results of performance on entry-level tasks determines selection of a preventive, developmental, or enrichment strategy in selecting the level of materials for a given objective in Kindergarten and K-1 Transitional. Junior Kindergarten students automatically receive the preventive strand of activities.

The PREP plan describes each of these types of strategies (pp. 5-7).

- preventive strategies: the instructional strategies which are provided for those students who have identifiable or potential learning problems;

- developmental instructional strategies: the instructional strategies which are provided to assure that students who are apparently mastering the district's grade level objectives and developing emotionally, mentally, socially, and educationally on an individual continuum, continue to do so;

- enrichment strategies: the instructional strategies which are provided for those students who demonstrate an ability to accept emotionally, socially, mentally, and educationally exceptional challenges found in a creative, investigative, and accelerated educational environment.

3.2.2 Screening and Assessment of Students

The Florida Primary Education Program Annual End of Year Report, 1988-89 indicated that the district screened 13,701 new students and provided further assessment for 8,978 students among a total K-3 enrollment of 34,008. Based upon this information, it is estimated that approximately 66% percent of the new K-3 students receive additional assessments, 40% of the total K-3 enrollment receive screening, and 26% of the total K-3 enrollment receive additional assessment.

In addition to the identification of students' learning problems for use in assignment of the appropriate PREP strategy, PREP procedures and the PRT are instrumental in referral of students to Exceptional Student Education. Data obtained from district ESE staff on the number of primary students referred and placed in Exceptional Student Education are as follows.

Year	Number Referred	Number Placed	Percent Placed
1987-88	2,202	1,641	74%
1988-89	2,070	1,504	73%
1989-90 to 3/15	1,616	862	53%*
TOTAL	5,788	4,007	69%

Based upon the above information, it is estimated that approximately six percent of the total K-3 population is referred to ESE during any given school year. The rate of referral appears stable. The high percentage of placement suggests effective communication and alacrity of the referral process for ESE. The placement rate may be decreased for this year and should be examined after all data are in for this school year.

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* Note: Data are incomplete for 1989-90 but indicate that either a backlog may exist in the process or fewer students are being evaluated and placed. Complete data should be examined when available.

3.2.3 Components of the Instructional Program

The major programs designed to address special student needs are:

- Junior Kindergarten
- K-1 Transitional
- Grade Retention
- Summer School
- Other Special Programs
    - Exceptional Student Education
    - Chapter I, All Day Basic Skills
    - ESOL (English for Speakers of Other Languages)
- Preventive, developmental, and enrichment strategies offered within the Unified Curriculum and the component known as SADI

Junior Kindergarten. "Junior-K" is designed to meet the needs of students who are at a younger developmental age than other five year olds who enter kindergarten. Children who are estimated to be six months to one year (or more) younger developmentally may be recommended for Junior Kindergarten.

Entry to Kindergarten as specified in the June 1989 Pupil Progression Plan for the Palm Beach County Public Schools requires that "students must attain the age of 5 on or before September 1 of the school year for which entry is sought," (p. 6). The K is for Kindergarten: A Handbook for Teachers includes the following statement under the section entitled "The Kindergarten Child."

> Experience has taught us that although all children entering kindergarten must be chronologically 5 years of age, their developmental ages range from 4 years or younger to 6 years. Each developmental age has its own characteristics and behaviors. It is extremely important that teachers of young children be aware of these characteristics so that they may deal more successfully with each individual child.

After teacher observations in eight or fewer weeks, a decision may be made to refer a child to the Junior Kindergarten program.

Although the June 1989 Pupil Progression Plan for the Palm Beach County public schools does not describe the criteria for placement in Junior Kindergarten, it appears that the estimated developmental age would determine placement as indicated in the separate Junior Kindergarten Procedures and Program Guide which describes the children in a junior kindergarten class as follows:

- Children whose overall developmental ages cluster at six months-to-one year or more below their chronological ages of 5 years.
- Children who might succeed academically in the kindergarten situation but, due to over placement, might suffer later learning difficulties because of social, emotional, and/or physical youngness.

This guide further notes that "children who demonstrate severe social and emotional problems need to remain in a regular kindergarten class and be considered for more appropriate placement at a later date," (p. 3).

The method for screening for placement in Junior Kindergarten as contained in the procedures and program guide (p. 4) includes the following procedures.

> One method of placement is to group all kindergarten students in August according to their chronological ages, placing those who are between 5 year and 5 years/4 months in a junior kindergarten. If necessary, refinements may be made after the start of school.
>
> A second method of placement is as follows. After a period of observation, the Gesell School Readiness Test would be administered to those students who appear to need the Junior Kindergarten program. This testing should occur as early as possible in the school year. The necessary groupings may be made following this testing. It is NOT recommended that all students be tested. Teacher observation should determine those children to be tested as possible candidates for the program.

Within this program, a child may either be assigned to a separate class or may be part of a regular classroom, but assigned specialized activities, (Junior Kindergarten Procedures and Program Guide, p. 3).

After one year in this program, the student also may attend summer school and in the following year will:

- enter a regular kindergarten classroom program
- enter a K-1 transitional program, or

The child in Junior-K would not have the option of entering a regular First Grade class. By entering and completing Junior-K, the child must automatically receive an extra year of school.

The program documentation indicates that a child may move into developmental strategy activities if progress indicates the necessary ability. Later information gathered in this current study suggests, however, that some students may not move out of the preventive assignment even when considered capable of doing so.

The following text from the Junior Kindergarten Procedures and Program Guide (p. 3) describes the objectives, activities, and sequence of strategy assignment for the individual child.

> The objectives on the Junior Kindergarten Checklist are in the same skill areas found on the regular Kindergarten Checklist; however, the level of difficulty is geared to the developmentally 4-year-old. The activities in the preventive strategy of SADI are developmentally appropriate for the Junior Kindergarten curriculum. Additional instructional strategies especially for the junior kindergarten program have been developed. Every student will work through these activities at an individual pace.
>
> Most students will master the skills on the Junior Kindergarten Checklist by the end of the school year.
>
> Some students may progress at a faster pace and will be assigned activities in the developmental strategy of SADI.

K-1 Transitional. "K-1 Transitional" is designed to meet the needs of students who are developmentally younger than other six year olds or who demonstrate social, emotional, and/or physical youngness. The developmental age criterion is six-months to-one-year below chronological age.

The June 1989 Pupil Progression Plan for the Palm Beach County public schools does not describe the criteria for placement in K-1 Transitional, but a separate K-1 Transitional Procedures and Program Guide describes the children in a K-1 transitional class as follows:

- Students whose overall developmental ages cluster at six months-to-one-year below their chronological ages.
- Students who have mastered some of the kindergarten critical skills but who demonstrate social, emotional and/or physical youngness.

This guide further focuses upon developmental age as a major criterion for placement.

> All children who have attained the chronological age of 5 years and are eligible to attend public school kindergarten are not necessarily 5 years of age developmentally. There may be a spread of two years in maturation among children at this age. This means that some children are not ready to complete the county-approved kindergarten curriculum and will need an additional year of growth time.
>
> The purpose of a transitional program between kindergarten and first grade is to provide an appropriate instructional program for those students whose overall developmental age is six months to-one-year below the chronological age and who need three years to complete the kindergarten and first grade programs. An additional year will provide time and experiences to develop all the necessary skills before entering first grade.

The "Junior Kindergarten Report Card" and the "Kindergarten Report Card" indicate an option for summer school before entry to K-1 Transitional. Students from Kindergarten may be eligible to enter K-1 Transitional or First Grade. Criteria for placement into K-1 Transitional or First Grade include developmental age and mastery of all designated critical skills. It is not clear, however, whether or not a student assessed as developmentally young, but who has accomplished the designated critical kindergarten skills would be recommended for "First Grade" or for "K-1 Transitional."

The criteria for estimating social, emotional and/or physical youngness are not explicitly defined, but characteristics associated with five and six year olds are listed in the K-1 Transitional Procedures and Program Guide (pp. 14-15). These same characteristics are listed in the K is for Kindergarten: A Handbook for Teachers (pp. 2-37).

In addition to the younger developmental age and characteristics of youngness, the K-1 Transitional Procedures and Program Guide (pp. 3-4) specifies that these students will have "mastered some of the kindergarten critical skills....on the Kindergarten Checklist."

Within this program, a child may either be assigned to a transitional class or be placed in a kindergarten class, but assigned specialized activities, (K-1 Transitional Procedures and Program Guide, p. 3).

The following text from the K-1 Transitional Procedures and Program Guide (p. 4) describes the objectives, activities, and strategy assignment for the individual child.

> The objectives on the K-1 Transitional Checklist are in the same skill areas found on the regular Kindergarten Checklist; however, they are objectives that are appropriate for the developmentally 5- to 5 1/2-year-old. Activities in the developmental and enrichment strategies in SADI are appropriate for the K-1 Transitional student. Additional objectives especially for the Transitional program have been included and instructional activities developed to meet these objectives.

After one year in this program, the student will be promoted to first grade, (ibid., p. 3).

In compliance with state law the June 1989 Pupil Progression Plan for the Palm Beach County public schools describes the following criteria for entry to first grade (p. 6).

1. Entering first grade students must attain the age of 6 on or before September 1 of the school year for which entry is sought.
2. Satisfactory completion of kindergarten is required for all students seeking entry to first grade.

3. Students transferring from non-public kindergarten must meet these additional requirements:

    a. must attain the age of 6 on or before September 1 of the school year for which entry is sought

    b. must have a letter of verification of kindergarten completion from the principal of the non-public school.

The pupil progression plan also requires mastery of 100 percent of the critical skills.

> Note: Once a student is able to enter and then successfully complete grade 1, the June 1989 Pupil Progression Plan for the Palm Beach County public schools indicates that promotion into grades 2 and 3 "is determined by the progress a student has made in reading, mathematics, science, and computer literacy. Classroom performance in all academic areas, maturity, and attendance are considered in promotion decisions," (p. 8).

The criteria for reading and mathematics include mastery of at least 50 percent of the grade level program, 100% percent of the designated critical skills, and 100 percent of the SSAT standards. In third grade, the dismissal criteria from the PREP program include the skills in science, computer literacy, and social studies.

Grade Retention. Available documentation does not explicitly describe the purpose of grade retention. However, 100% mastery of critical skills has been referenced as one of the minimum requirements for promotion in K-3, along with 50% of total skills in each program.

In addition, the document describing the Summer School Program for Elementary School Students identifies the types of students subject to retention. They include students with frequent absences resulting in performance below grade level, failure to meet pupil progressing standards, failure to meet the SSAT third grade certification requirements, assignment to the preventive strategy in SADI for the last 45 days of the school year, or failure in kindergarten to master all of the critical skills. No unique materials have been identified for use by students who have been retained.

Within ESE, "inability to meet the standards...does not automatically result in pupil retention. Consideration is given to other factors such as general progress, attendance, mental and physical health, maturity, attitude, work habits, type of disability, and the academic ability of the student." Special state minimum performance standards are to be met by certain categories of exceptionality (ibid.).

The criteria for making exceptions to usual promotion decisions are cited in the June 1989 Pupil Progression Plan for the Palm Beach County public schools.

1. Physical Maturity - A student who is two or more years older than normal for a grade level or whose physical size greatly exceeds the norm for the grade.
2. Previous Retention - A student who has been retained twice in kindergarten through grade five. A student may be required to attend summer school, however, in order to be promoted.
3. Alternative Programs - A student being considered for placement in Special Education Programs or Alternative Education Programs.
4. Later Transfer - A student entering Palm Beach County Schools during the fourth marking period having transferred with passing grades from the previous school.
5. Attendance - A student with medical problems of a unique nature that cause extended absences.
6. Emotional Problems - A student with emotional problems that would be intensified by retention.

Summer School. "Summer School" is intended to meet the needs of students who do not demonstrate mastery of the grade level promotion requirements. According to the June 1989 Pupil Progression Plan for Palm Beach County public schools, it is further limited to primary students who have been assigned a preventive strategy or who are subject to retention (p. 10).

The June 1989 Pupil Progression Plan for Palm Beach County public schools describes the entry requirements for summer school as a program reserved for the following students (p. 10).

> Students must be subject to retention or, in the case of primary students, must have been assigned the preventive strategy in communication skills and/or math for forty-five (45) school days prior to the end of the school year. Primary students who have completed the required instructional level in communication skills but have failed to demonstrate mastery of 100% of the critical skills are eligible to attend summer school.
>
> Students who are subject to retention or primary students who have been assigned the preventive strategy should be afforded the opportunity to receive additional instruction. A student is identified for summer school attendance under the following circumstances:
>
> 1. The student did not meet Pupil Progression standards.
> 2. The student met Pupil Progression standards but exhibited poor skills and performed below grade level.
> 3. The student had frequent absences resulting in performance below grade level.
> 4. The student was in the third or fifth grade and did not meet the SSAT certification requirements.
> 5. The student was in the primary grades and was assigned the preventive strategy in communication skills and/or math for a minimum of forty-five (45) days prior to the end of the school year. This information must appear on the Student Instructional Record (SIR).
> 6. The student was in kindergarten and did not demonstrate mastery of all critical skills.

The pupil progression plan also specifies the following alternatives:

- Students who do not attend summer session will be retained or assigned alternative strategies.
- A review committee for alternative placement or retention is to consist of the principal or designee, the classroom teacher, and any other personnel designated by the principal.
- Exceptions to this policy shall be made under the direction of the principal following a review procedure; however, no state law may be waived.

ESE students also may be enrolled in summer school to "prevent student regression," if the level of performance in the school year was "below expectations," if the student has been staffed into the Gifted Education Program, if the student was recommended for "dismissal from ESE," or if the student "exhibited poor skills and performance below grade level," (Summer School Program for Elementary School Students for the Fiscal Year 1990, pp. II-1-2).

It is suggested that students who have attended a summer school program for the previous two years not be recommended for the third summer.

According to the description of the "Summer School" program, the home school principal will make student promotion or retention decisions by consulting with staff and reviewing the attendance record and summer progress of the student.

The materials used in Summer School appear to be the same as those for the regular school year. The designated teacher/student ratio is 1:18 with two hours of aide time allocated for each primary teacher. The following excerpt from the document on the "Summer School Program for Elementary School Students" describes the Summer School program (p. II-5).

> General Instructional Program
>
> PREP teaching strategies will be utilized for primary students...Summer school teachers will begin instruction for students utilizing the SADI objectives, the communication skills objectives and the math objectives indicated by the regular classroom teacher.
>
> Since most students attend summer school because they have been unsuccessful in the academic environment that was provided during the regular school year, every effort will be made to offer an alternative school environment. The use of manipulative materials and learning centers is considered an integral part of the summer school program.
>
> Instructional Program for Kindergarten Students
>
> Teachers will utilize information on the copy of the student's Kindergarten Report Card to determine appropriate instructional activities. Particular emphasis will be place on the critical skills that have not been mastered.

Instructional Program for Third and Fifth Grade Students

Concerted effort must be made to certify student mastery of the Minimum Performance Standards for third and fifth grade. This should be accomplished by utilizing the appropriate unified curriculum materials and by carefully pacing students.

Summer school teachers are responsible for certifying student mastery of state standards that third and fifth grade students master during the summer school program.

Instructional Program for Second and Fourth Grade Students

Since second and fourth grade students will be taking the SSAT in October, particular emphasis should be given to the Minimum Performance Standards for 1985-1990 while utilizing the unified curriculum.

Instructional Program for ESE Students

ESE summer school programs are to emphasize the continuation of those specific goals and objectives outlined on the student's Individual Educational Plan (IEP). No newly developed summer school IEP will be required.

Exceptional Student Education

The Exceptional Student Education (ESE) Program is designed for handicapped and gifted students. The program provides individualized special instruction for developing the abilities of exceptional students to become "fully functional, productive members of the community," (June 1989 Pupil Progression Plan for Palm Beach County public schools, p. ESE/1).

This program serves students who are diagnosed as mentally handicapped, speech and language impaired, learning disabled, visually impaired, physically impaired, emotionally handicapped, profoundly handicapped and gifted students.

The June 1989 Pupil Progression Plan for the Palm Beach County Schools describes the criteria for promotion in "Exceptional Student Education." A separate manual on Special Programs and Procedures for Exceptional Students contains the criteria for eligibility for the ESE program.

The procedures for referrals, screening (assessment), evaluation, re-evaluation, and dismissal from ESE include substantial detail for each of the following areas:

- vision
- hearing
- speech and language
- other.

The Teacher Observation Checklist used for initial screening of students entering the Palm Beach public schools supplies supportive information for additional assessment as part of the ESE referral process. Other intervention strategies often would be incorporated in the classroom before referral to ESE. After a through individual evaluation on the student, the Child Study Team then makes ESE placement recommendations.

For the Gifted Program, the Palm Beach County public schools have separate inventory checklists of gifted student characteristics for K and 1, 2 and 3, and higher grades. The program also has a "Learning Abilities Index," a checklist, and questionnaire completed by parents to provide information on advanced abilities and knowledge. The information gathered on these forms then receives consideration by the Child Study Team for further evaluation for the gifted program.

The exceptional education teacher and the regular education teacher determine each student's "level of performance and ability to function academically, socially, emotionally, and chronologically at the next grade level." They make this determination from a review of "progress tests, classroom assignments, daily observation, standardized tests, state assessment, and the Individual Education Plan," (ibid.).

The following excerpt from the June 1989 Pupil Progression Plan describes the elementary program of studies (p. ESE/4).

- Gifted students are required to meet regular pupil progression standards.

- Promotion, kindergarten through grade five, in elementary school is determined by the progress a pupil has made in mastering 80 percent of the objectives of the IEP.

- A student enrolled in part-time (12 hours or less) Specific Learning Disabilities, Hearing Impaired, Physically Handicapped, or Emotionally Handicapped programs at the third grade level must be certified as demonstrating mastery of 100 percent of the standards tested on the SSAT and the Palm Beach County-State Minimum Performance Standards Checklist for Computer Literacy.

- Hearing Impaired students in grade five must demonstrate mastery of all standards on the Special Basic Skills Test for Hearing Impaired and the Palm Beach County-State Minimum Performance Standards Checklist for Computer Literacy. These standards may be certified by teachers of the Hearing Impaired.

- Performance on the SSAT should be considered before a fifth grade student is promoted; however, 100 percent mastery of SSAT standards is not a requirement for exceptional students in grade five.

- If an exceptional student fails to meet the requirements in the IEP for promotion, the student must be retained unless the principal and staff, including ESE representation, determine to the contrary and document the decision. Whenever an exceptional student is to be retained, a staffing committee appointed by the principal shall review the student's program. The number of retentions shall be considered in the same manner as for regular students.

- The home school principal makes the final promotion decision for an exceptional student who has attended summer school in order to meet promotion requirements.

Chapter I

Although not a focus of this study, we offer a brief description of the Chapter 1 program because it is one of the programs designed to address individual student needs. The Chapter I, All Day Basic Skills Program, provides a full day of instruction in communication skills and mathematics for eligible students in grades one through three.

Students selected for placement in the "Chapter I" program are those whose PREP assignment includes "assignment to the preventive strategy in reading and for mathematics (ECIA Chapter I Basic Selection of Participants, p. 1). Students who are eligible for promotion to first grade can be considered for the Chapter I program.

In the current year, the standardized test used to select students for participation in Chapter I will be changed to the Comprehensive Test of Basic Skills (CTBS). However, the selection criteria for grades 1-3, including retainees, in the past few years have been the test results and designated percentile requirements for the Total Reading and Total Math sections of the Stanford Achievement Test. In 1989, kindergarten students selected were those assigned preventive strategies during the third nine weeks of the school year who would later be tested using the Stanford Achievement Test, SESAT I.

When all scores for the subtests comprising the Total Reading and Total Math sections were unavailable, designated subtests were used with designated percentile requirements. Students without available test scores were tested using the Comprehensive Test of Basic Skills.

In some cases student scores were declared invalid (ECIA Chapter I, Basic Section of Participants, p. 2) based on the following:

a. students' poor performance on the Unified Curriculum Mastery Tests,

b. students' inability to perform at grade level as documented by teachers' observations of day-to-day performance.

Part-time ESE students also may be considered for Chapter I if the Child Study Team documents the benefits to the student, if they meet Chapter I selection criteria, and if their needs stem from educational deprivation.

Although the program has a lower teacher/student ratio than the regular K-3 program and a tutorial component, it does not appear to have distinctly separate curricular materials. Instead the choice of strategy and available teacher time appears to be the major difference from the other programs.

Preventive, Developmental, and Enrichment Strategies Offered within the Unified Curriculum

The Unified Curriculum for instruction contains a common set of objectives which include the State Minimum Performance Standards including:

- unified mathematics
- primary level communication skills
- parent involvement materials to accompany each part of the unified curriculum.

The district approved PREP plan describes the Unified Curriculum as the instructional objectives, placement and evaluation instruments, recordkeeping systems, resource guides, and activity kits, developed and utilized by Palm Beach County; and the uniform instructional materials used in all school centers.

The assignment of strategies is the process of providing the specific long or short-term activities in a child's curriculum which meet that child's individual developmental needs; preventive, developmental, or enrichment.

The Systematic Approach to Developmental Instruction (SADI) is the Unified Curriculum used in Junior Kindergarten, Kindergarten, and K-1 Transitional, with supplemental objectives and activities for "Junior-K" and "K-1." In SADI, activities are specifically designated as either preventive, developmental, or enrichment.

The following excerpt from K is for Kindergarten: A Handbook for Teachers describes these three types of activities (p. SADI/3).

1. Preventive: for the student with identified or potential learning problems that are considered correctable. The activities in this strategy are designed to teach the skills that precede the objective skill.
2. Developmental: for the student developing intellectually, socially, emotionally and physically at his expected potential. These activities maintain and reinforce the objective skill. The last activities are usually at a higher level of difficulty.

3. Enrichment: for the student who has completed the developmental strategy and is ready for more creative and challenging activities.

Note: These definitions are somewhat different from the ones given in the PREP plan (pp. 5-6) and cited earlier in this chapter.

In grades one through three, the designation of types of strategies is not described in the same way. For example, the curricular materials for these grades may designate "basic" activities versus "extension" activities. Interviews with district staff; however, indicated that teachers are able to identify the activities required for students in need of preventive versus developmental versus enrichment strategies even though different descriptive labels appear in the other curricular materials.

The curriculum areas in SADI include: body image, gross motor, haptic (kinesthetic-tactile), fine motor, visual discrimination, visual memory, auditory discrimination, auditory memory, language development, environmental awareness, mathematics, art, music, and physical education.

Grades one through three include language arts, mathematics, science and health, social studies, art, music, physical education, computer (grade 2), and some Spanish.

In addition to the other special programs, Palm Beach also offers an ESOL program which serves students who have a primary language other than English. No separate study was conducted for this program.

3.2.4 Role of Primary Resource Teacher

The role of the primary resource teacher as described in the PREP plan is critical in several major program activities. According to the PREP plan, the primary resource teacher:

- serves as the designated screening agent for the Parent Checklist used in the first eight weeks of a student's entry to the school, as indicated in first grade, and before referral for assessment of Special Education in second and third grade (p. 10)

- serves as the designated screening agent along with the classroom teacher for the Process Skills Screening Checklist used upon a student's entry to first and second grade or upon referral for assessment (p. 10)

- assists the classroom teachers in administration, interpretation, and follow-up of the educational screening (p. 16)

- serves on the staffing committees along with the principal, classroom teacher, and other personnel designated by the principal to assign an appropriate strategy or strategies to each child (p. 17, 49)

- assists the classroom teacher in identifying students who have specific needs, submits requests for additional assessment for these students to the principal, and coordinates requests and procedures for additional assessments (pp. 17-18, 33, 48)

- reviews the Student Instructional Records to determine the number of students in membership, the number of students screened, the number of students assessed, the number of students assigned preventive strategies, the number of students assigned enrichment strategies, and the number and percentage of students indicating a need for further assessment or referral to Special Education (pp. 19, 34-35)

- reviews with the classroom teacher the plan for care during the school day for those children who have medical high risk conditions (p. 23)

- reviews information from the Teacher Observation Checklist concerning possible health problems for individual students, reviews all health screening data with the school health nurse, works with the classroom teacher to identify appropriate strategy assignments based on health indicators (pp. 23-24)

- monitors the health screening and assures that all information has been recorded on the Individual Student Instructional Plans and that classroom adjustments have been made (p. 24)

- administers designated assessment tests (p. 26)

- interprets diagnostic data (pp. 31-32)

- assists teachers in planning a holistic classroom environment to meet the needs of each student based on a review of the following data (pp. 34, 49, 51)

    - health screening results applicable to educational needs
    - teacher observations of the student's emotional, behavioral and emotional adjustment*, as indicated on the Teacher Observation Checklist

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* Note: This section probably refers to social, behavioral, and emotional adjustments.

  - Stanford Achievement Test scores
  - Unified Curriculum assessment instruments
  - progress in mastering Unified Curriculum objectives
  - past performance, if records available
  - parent checklist
  - kindergarten checklist
  - examples of classroom task performance on recent assignments
  - in-depth diagnostic assessments

- assists teachers, as needed, in developing a Student Instructional Record for each student including (p. 43)
  - results of screening, assessments, diagnostic tests, both strengths and weaknesses
  - a statement of the identified correctable learning problem or potential problem, if appropriate
  - the specific educational strategies that will be utilized for correction of the problem(s)
  - the projected length of time before the student's program is considered for redesign

- provides or coordinates staff development (p. 67)

- assists individual teachers in implementing PREP on a school-based level (p. 67)

The job description for the Primary Resource Teacher contained in an attachment to the PREP Plan includes reference to the same types of responsibilities as designated on the previous pages. The survey for primary resource teachers targeted the specific job functions as identified on the job description.

3.2.5 Parent Involvement

The Palm Beach School District considers parent involvement as a "critical ingredient in providing success oriented school experiences for children at all grade levels" (brochure: "Palm Beach County Schools: The Elementary Instructional Program"). The expected role of parents includes:

- regular communication with the classroom teacher

- regular communication with school center administrators

- positive contributions as committee members
- volunteers for special projects
- enthusiastic supporters of school center activities

The articulation of expectations for parent involvement in making decisions about strategy assignments and placement decisions for their children occur in program documentation for Junior Kindergarten, K-1 Transitional, Chapter 1, Exceptional Student Education, Summer School, in the PREP Plan and other documentation concerning PREP strategy assignment.

A separate supplement to the handbook on Special Programs and Procedures for Exceptional Students is a document entitled Parent Professional Task Force Report: Involving Minority and Isolated Parents in the Education of Their Exceptional Students. This document contains excellent recommendations for parent involvement -- recommendations which do not need to be limited to parents of exceptional students since many of the barriers to parent involvement are the same for the families of children assigned preventive strategies and placement in other alternative programs. These barriers include (ibid. pp. 7-8):

- reluctance of parents to participate due to their own fears that they may not be qualified
- lack of effective communication skills among parents and educators and/or language barriers to communication
- past frustrations parents may have encountered in working with school personnel
- the view by some educators that parents are less than equal partners in the education decision-making process such that parent participation may be viewed only as a legal requirement
- the threatening situation parents experience when meeting school personnel created by the focus on their children's deficits and other possible factors of intimidation

- competing family agendas such as providing food and shelter for themselves and their children.

The major parent involvement issues cited in this document include (ibid., p. 9):

- comprehensive policy and coordinated services for parent involvement
- adequate funding for parent training and outreach
- effectiveness of training materials
- identification of new training materials
- greater sensitivity and understanding of culturally diverse families, including minority and isolated parents

3.3 Analysis of Original Data Collection

The original data collected for this study include perceptual data from teachers and principals, from Primary Resource Teachers, and from parents. Original data also include current comparative student performance data, results of interviews with school personnel, and on-site observations of educational practices. In this section of the report we will briefly describe our analysis of data, and the location of data displays. Then we will report on the key results and study.

In different appendices, we present summary analyses of data. For survey data, the percentage of respondents who strongly agreed (%SA), agreed (%A), disagreed (%D), or strongly disagreed (%SD) with each statement shown may not sum to 100 percent due to rounding. In interpreting the survey data, we focus particular attention upon issues to which 75% or more reported agreement (SA/A) with a survey item. We also focus attention upon issues for which low percentages of agreement were reported. In the language of the text which follows, we frequently use terms such as "most" (75%-100%) and "a majority" (51%-74%). We also use terms such as "a few" or "some" and, when reasonable, we refer to fractions such as "one-third" "one-fourth or "one-fifth." In some cases we use modifiers such as "a modest majority" or "less than" or "nearly." We also cite the specific percentages (%) in parentheses for each response group.

3.3.1 Analysis of Survey Responses From Teachers and Principals

Appendix B, pages 1 to 8 contains a summary analysis in tabular format of opinions on 83 statements to which primary grade teachers and elementary school principals responded. We organize and present results to visually display the differences in perceptions between different groups, such as the differences between a majority of the teachers' compared to the principals' responses. (Only principals and teachers responded to those survey items. Primary Resource Teachers (PRTs) completed a separate survey.)

3.3.2 Analysis of Survey Responses from Primary Resource Teachers (PRTs)

Appendix B, page 9 contains a summary analysis in a tabular format of opinions on 11 Likert-type items to which PRTs responded. Appendix B, page 10 contains a summary analysis of responses to 14 items that indicate how they spend their professional time. (Only PRTs responded to these specific survey items. Principals and teachers completed a separate survey.)

3.3.3 Analysis of Survey Responses from Parents

Appendix B, page 11 contains a summary analysis in a tabular format of opinions on nine survey items to which parents responded.

3.3.4 Current Comparative Student Performance Data

Our contract required us to collect and analyze current performance on three pairs of groups of students:

- current first grade students who had previously been enrolled in a Junior Kindergarten program versus current first graders who did not have the Junior Kindergarten experience
- current second grade students who had previously been enrolled in a K-1 Transitional program versus current second graders who did not have the K-1 Transitional program experience
- current third graders who had been retained one or more times versus current third graders who were never retained.

To collect this performance data we designed a data form (shown in Appendix C) and instructed all elementary school principals to arrange to have the forms completed and returned to the Palm Beach Director of Elementary Education by April 5, 1990. We also obtained 1989 Statewide Assessment (SSAT-I) results on the sample of current third graders for whom we received completed data forms.

Appendix C, pages 2-3, contain performance comparisons of 133 Junior Kindergarten participants with 150 Junior Kindergarten non-participants on the investigative issues of the study. Appendix C, pages 4-5, contain performance comparisons of 176 K-1 Transitional participants and 205 K-1 Transitional non-participants. Appendix C, pages 6-7, contain performance comparisons of 361 retained students and 303 non-retained students. Appendix C, page 8, presents performance comparisons of 296 retained current third graders with 275 current third graders who have never been retained.

3.3.5 Other Relevant Information

We completed interviews with district level and school personnel, conducted brief classroom observations at fourteen school sites, and reviewed district documents. (Appendix E contains a list of the district documents.) When relevant to the issues addressed in this section of the report, we will refer to information from these interviews, observations, and reviews, as well as to relevant findings from the "Review of Current Literature and Research" in Chapter 2.

3.4 Results of the Study

In this section of the report, we will provide the key findings drawn from data and information collected in this study. The findings are organized by investigative issue (refer to Exhibit 1-2, "Investigative Issues and Groups" in Chapter 1.) For each investigative issue, we will discuss the results of the literature review; reviews of Palm Beach program documents; surveys of teachers, principals, and PRTs; analysis of student performance data, and interviews with district and school level staff.

3.4.1 PREP Screening and Assessment

This section concerns screening and assessment instruments and procedures including the problems of testing young children, the use of the Teacher Observation Checklist, the use of the Gesell School Readiness Screening Test, other screening and assessment instruments and methods, and the assignment of preventive strategies.

Problems of Testing Young Children. The individual researchers and childhood specialists cited in the "Review of Current Literature and Research" as well as a number of the staff interviewed at the Palm Beach County School District reported that the testing results for children in the early primary grades can be expected to be unreliable.

Reasons include: (1) young children do not have appropriate test-taking skills, and (2) a child's growth periods, including growth spurts, dramatically changes the child's developmental status. Under these conditions, the timing of screening and assessment, the number and type of measures, and the appropriate use of qualitative and quantitative data become especially important in forming judgements about a child's needs (cf. Myers, 1989).

Teacher Observation Checklist. The documentation and interviews with Palm Beach County School District staff revealed the use of the Teacher Observation Checklist as the initial screening instrument for a student entering the school for the first time (during the first 8 weeks). This instrument, presently in a revision cycle, screens for a number of problem areas that may affect a child's success in school. However, no evidence has been provided to support the reliability or the validity of this checklist.

Gesell School Readiness Screening Test. Although designed as an screening instrument by its creators, the documentation and interviews with the Palm Beach County School District staff indicated substantial reliance upon the results of the Gesell test as an assessment tool used in making decisions about placement of children in "Junior Kindergarten" and "K-1 Transitional."

The research available on the Gesell School Readiness Screening Test, cited extensively in the "Review of Current Literature and Research" (Chapter 2), consistently documents the inappropriateness of using this test as the basis for placement decisions because of the following findings:

- different trained raters have estimated different developmental ages for the same child
- the estimate of developmental age is likely to be lower than the chronological age for the average child
- the documented error rate in estimating developmental age is as great as 50 percent.

Other Screening and Assessment Instruments, Methods. Several researchers cited in the "Review of Current Literature and Research" reported that none of the instruments used for screening and assessment are accurate enough to justify their use in making placement decisions for developmental kindergarten programs, for transitional programs, nor for retention or delayed entry. A number of specific instruments, considered appropriate for their expressed purposes, have been used in ways that produce errors of measurement. For example, the data on the Gesell School Readiness Screening Test revealed an error rate ranging from 30-50%, and data on the Metropolitan Readiness Test revealed an error rate of 33%. Another example, the Brigance K and 1 Screen have no reliability or validity data. The research indicates major problems in using these instruments, as well as several others, as indicators of readiness or predictors of future performance.

Palm Beach uses the Gesell in making placement decisions and lists the Metropolitan and Brigance test among its inventory of assessment instruments for use in the primary program through grade 3. However, at the April 1990 meeting with the project team and technical advisors, Palm Beach officials indicated that the district no longer uses the Brigance and Metropolitan tests. The inventory located in the district approved PREP plan, designates the name of each instrument, the time required to administer it, the intended age group, and whether to administer it to an individual or a group. The inventory does not include statements of the purposes for each instrument nor the agent and/or qualifications required for administration. Some of the instruments are appropriate for use in diagnosis of problems while others are appropriate only for screening (to indicate areas that require additional assessment).

Written guidelines on the purpose and use of such instruments could facilitate the appropriate selection, administration, and interpretation of assessment instruments and their results. In addition to guidelines for the use of instruments, the use of multiple independent methods can enhance validity and, when multiple analyses arrive at the same conclusion, such methods can increase the confidence in the findings. Multiple methods frequently combine qualitative with quantitative methods because qualitative methods often help in explaining reasons for the outcomes indicated by quantitative methods.

Assignment of Preventive Strategies. A study conducted by the Palm Beach Chapter I Program to examine the relationship between the assignment of preventive strategies, and achievement test scores, indicates a large discrepancy in results. During the 1986-87 school year, Chapter I Basic participants in grades 1 and 2 were selected based on their PREP assignment to the preventive strategy in reading and mathematics, or "long-term preventive in one area and preventive in the other." Participants' achievement was measured by administering a pretest in the Fall using the following tests:

- the Stanford Early School Achievement Test (SESAT) in grade 1
- the Stanford Achievement Test (SAT) in grade 2.

When pretest scores were adjusted to account for students who were repeating first or second grade, it was estimated that 19% of the first graders and 29% of the second graders were scoring at or above the fiftieth percentile in reading or mathematics. In the current survey, most teachers (76%) and principals (97%) agreed that PREP assists in the identification of students with potential learning problems. But only a majority of teachers (70%) agreed that PREP screening and assessment accurately identifies students in need of preventive strategies. In contrast, most principals (93%) agreed with this item on preventive strategy assignment.

Regarding the Teacher Observation Checklist (TOC) most teachers (76%) and principals (97%) agreed that the TOC assists in the identification of students with potential learning problems.

Regarding the amount of time for screening only a modest majority of teachers (60%) and principals (69%) agreed that screening components and processes for students with potential learning problems require reasonable amounts of staff time.

In addition to the survey data, informal interviews with school staff indicated concern about the system's ability to move children from one PREP strategy to another. School staff reported that students may be assigned a preventive strategy in kindergarten and have difficulty ever moving from that strategy.

Developmental Strategy Assignment. In the current survey, only a majority of teachers (74%) agreed that PREP assists in the identification of students who require developmental strategies. Yet most principals (97%) agreed with this item on developmental strategy assignment.

Regarding the TOC, only a majority of teachers (65%) agreed that the TOC assists in accurate identification of students who require developmental strategies. In contrast, most principals (91%) agreed with this item on the accuracy of the TOC.

Regarding the amount of time for screening most teachers (84%) agreed that the screening components and processes for students in need of developmental strategies require reasonable amounts of staff time. In contrast, only a majority of principals (65%) agreed with this item on screening.

Enrichment Strategy Assignment. In the current survey, only a majority of the teachers (72%) agreed that PREP assists in the identification of students who require enrichment strategies. In contrast, most principals (90%) agreed with this item on enrichment strategy assignment. Regarding accuracy, however, only a majority of teachers (67%) agreed that PREP screening and assessment accurately identifies students in need of enrichment strategies. In contrast, most principals (88%) agreed with this item on enrichment strategies.

Regarding the TOC, only a majority of the teachers (66%) agreed that the TOC assists in accurate identification of students who require enrichment strategies. In contrast, most principals (85%) agreed with this item on accuracy of the TOC.

Regarding the amount of time for screening, only a majority of teachers (64%) agreed that screening processes and components for students in need of enrichment require a reasonable amount of staff time. In contrast most principals (85%) agreed with this item on time for screening.

3.4.2 Needs, Strategies, and Materials for Students At-Risk or with Identified or Potential Learning Problems

The survey of teachers and principals provides the following findings about the needs, strategies, and materials for students at-risk of having unsuccessful school experiences or for students who have identified or potential learning problems. Only half of the teachers (50%) and a modest majority of principals (58%) agreed that the K-3 instructional program is effective in meeting the needs of these students.

In addition, teachers more frequently reported agreement on the following issues than did principals. However, for both groups only a majority reported agreement.

- goals and objectives prescribed in the K-3 curriculum are appropriate for students with identified or potential learning problems (50% of teachers and 68% of principals)
- curriculum materials in K-3 are appropriate for the needs of these students (46% of teachers and 52% of principals)
- teachers have adequate instructional materials for the unified curriculum for these students (41% of teachers and 64% of principals)
- instruction provided leads to the attainment of the prescribed goals and objectives (57% of teachers and 63% of principals).

Regarding referrals, only a majority of the teachers agreed (69%) that data on the use of PREP strategies improves decision-making for the referral of students with identified or potential learning problems to other special programs. In contrast, most principals (90%) agreed with this item on referrals.

Almost all of the teachers and principals perceive that teachers need more alternative instructional materials and teaching strategies for students who are at-risk of having unsuccessful learning experiences. (At least 95% of the teachers and principals agreed with two survey items, one on materials and the other on strategies.)

Few teachers (30%) and principals (34%) agreed that the prescribed strategies and activities are adequate to meet the needs of at-risk students. In addition, few teachers (36%) and principals (35%) agreed that prescribed strategies are being used adequately to meet the needs of at-risk students.

3.4.3 Students Assigned Developmental Strategies

Most teachers (89%) and principals (94%) agreed that the K-3 instructional program is effective in meeting the needs of students who require developmental strategies. In addition, most teachers and principals also perceive that:

- goals and objectives prescribed in the K-3 curriculum are appropriate for students with identified or potential learning problems (83% of teachers and 91% of principals)
- instruction provided leads to the attainment of the prescribed goals and objectives (91% of teachers and 93% of principals)
- prescribed instructional strategies for students in need of developmental strategies are being used adequately to meet their needs (75% of teachers and 78% of principals).

However, only a majority teachers (73%) agreed that curriculum materials in K-3 are appropriate for the needs of these students. In contrast, most principals (91%) agreed with this item on the appropriateness of the curriculum. Similarly, only a majority of teachers (66%) agreed that teachers have adequate instructional materials for the unified curriculum for these students. In contrast, most principals (88%) agreed with this item on adequacy of materials.

Regarding strategies and activities, only a majority of teachers (65%) agreed that prescribed strategies and activities for students in need of developmental strategies are adequate to meet their needs. In contrast, most principals (78%) agreed with this item on the adequacy of strategies and activities.

Concerning the need for more instructional materials, developmental strategies, and teaching strategies, however, only a majority or less than a majority of both teachers and principals agreed that:

- teachers need more instructional materials for students in need of developmental strategies (64% of teachers and 42% of principals)
- students in need of developmental strategies require improved materials (62% of teachers and 45% of principals)
- teachers need more teaching strategies for students in need of developmental strategies (55% of teachers and 66% of principals)
- students in need of developmental strategies require improved teaching strategies (65% of teachers and 63% of principals).

3.4.4 Students Assigned Enrichment Strategies

Only a majority of teachers (69%) agreed that the instructional program is effective in meeting the needs of students who require enrichment strategies. In contrast, most principals (90%) agreed with this item on program effectiveness for students who require enrichment. However, most teachers (95%) and principals (92%) both agreed that instruction provided leads to the attainment of the prescribed goals and objectives. Yet, most teachers (87%) and principals (83%) also agreed that students in need of enrichment strategies require alternative instructional materials. Similarly, most teachers (80%) and principals (80%) agreed that students in need of enrichment require alternative teaching strategies. In addition, most teachers (79%) agreed that students in need of enrichment strategies require improved materials, while only a majority of principals (63%) agreed with this item on improved enrichment strategies.

Regarding teachers' needs for enrichment materials and strategies, most teachers (83%) agreed that teachers need more instructional materials for students in need of enrichment strategies, while only a majority of principals (73%) strongly agreed with this item on enrichment materials. Similarly most teachers (76%) and principals (80%) agreed that teachers need more alternative teaching strategies for students in need of enrichment strategies.

Regarding appropriateness of goals and objectives for students in needs of enrichment, only a majority of teachers (73%) agree that goals and objectives prescribed in the K-3 curriculum are appropriate, while most principals (88%) agree that goals and objectives are appropriate. Similarly, only a majority of teachers (61%) agree that curriculum materials in K-3 are appropriate for the needs of these students, while most principals (76%) agreed that materials are appropriate.

Regarding the use of prescribed instructional strategies less than half of the teachers (49%) agreed that prescribed instructional strategies for students in need of enrichment strategies are being used adequately to meet their needs, while most principals (78%) agreed that strategies are used adequately. Yet, only a majority of both teachers (65%) and principals (63%) agreed that students in need of enrichment strategies require improved teaching strategies.

Regarding referrals for students who require enrichment strategies, only a majority of teachers (71%) agreed that data on the use of PREP strategies improves decision-making for referral of students to other special programs, while most principals (86%) agreed that PREP improves that decisions on referrals.

Regarding adequacy of strategies, activities, and materials only half of both teachers and principals (51%) agreed that prescribed strategies and activities for students in need of enrichment strategies are adequate to meet their needs. Similarly, only half of the teachers (48%) agreed that teachers have adequate instructional materials for the unified curriculum for these students. In contrast, a majority of principals (70%) agreed on the adequacy of materials for enrichment.

3.4.5 Class Size

For students with identified or potential learning problems, only about one-fifth of teachers (21%) and less than a third of principals (29%) agreed that class size is reasonable. For students who are in need of developmental strategies less than a third of teachers (29%) and only half of the principals (53%) agreed that class size is reasonable.

For students who require enrichment, less than half of the teachers (44%) agreed that class size is reasonable. In contrast, most or principals (78%) agreed with reasonableness of class size.

During informal interviews, school staff also consistently reported that class sizes are too large to meet the complex needs of the students. Additionally the "Review of Current Literature and Research" tends to support a size of less than 20 for greatest achievement gains. In Palm Beach, the average class size for K-2 is 26.57 slightly higher than the state average of 24.05 (Statistical Report, Florida Department of Education, Division of Public Schools, Table 1).

3.4.6 Personnel Roles Responsibilities and Availability

Three groups of personnel are addressed in this section: Primary Resource Teachers (PRTs), Administrative Personnel, and Guidance Personnel.

Primary Resource Teachers responded to a survey to describe their role and responsibilities. Teachers and principals also responded to survey questions which addressed the role and function of the PRT. In addition, teachers and principals responded to survey items about the adequacy of the number of administrative personnel and guidance personnel to meet the needs of K-3 students and their teachers. Findings about the role and responsibilities of the PRT and the adequacy of administrative and guidance personnel follow.

Primary Resource Teachers (PRTs)

PRTs reported that they spend a significant portion of their time identifying children with potential learning problems. They conduct and document formal and informal assessments of what children know and how they learn and provide this information for assignment of instructional strategies. PRTs reported that they spend most of their time on screening and identification processes, assessment of students for assignment of instructional strategies, and maintenance of required records and reports.

Survey data supported these efforts from PRTs in that most teachers (76%) and principals (96%) agreed that the PREP program assists in the identification of students with potential learning problems. Most teachers and principals also agreed that:

- the PRTs assessment of students is necessary for complete identification of learning problems (75% of teachers and 96% of principals)
- the PRT's assessment of students is necessary for complete identification of students' learning problems (75% of teachers and 96% of principals)

- records and reports maintained by PRTS are essential in documenting and tracking the progress of students (76% of teachers and 90% of principals)

- all schools should have a full-time PRT (80% of teachers and 96% of principals).

Most PRTs reported that:

- teachers expect that their activities will contribute to the quality of the instructional program (94% of PRTs)

- principals expect that their activities will contribute to the quality of the instructional program (97% of PRTs).

- PRTs view the improvement of student performance as their most important goal (97%) of PRTs).

PRTs also reported that they spend a lot of their time providing support services to teachers, students, and parents in implementing PREP, coordinating PREP staffing committees, participating in Child Study Team activities, developing individualized learning plans for students, developing learning centers and other activities for use in the classroom, coordinating personnel who work with individual students, providing demonstration teaching, preparing materials and performing other activities to assist classroom teachers, and delivering in-service activities for teachers, volunteers, parents, aides, administrators and others.

PRTs reported spending some time providing parent involvement activities and education and support services to community agency personnel in implementing PREP. A majority of the PRTs (69%) reported that they do not have adequate time to complete all of their assigned activities.

However, results from the survey of teachers and principals offered somewhat different results. Only a majority of the teachers agreed that the PRT contributes to instructional program quality (71%) while most principals (97%) agreed with the quality contribution of the PRT. Similarly, only most a majority of the teachers (69%) agreed that the PRT provides valuable assistance to classroom teachers (69%) while most principals (97%) agreed with the value of the PRT assistance. In addition, only a majority of teachers (66%) agreed that the PRT's activities contribute to improved teaching strategies, while most principals (94%) agreed with the PRT's contribution to improved teaching strategies. In the same pattern of responses, only a majority of teachers (64%) agreed that the PRT's activities contribute to improved student performance, while most principals (91%) agreed with the PRT's contribution to student performance.

Regarding in-service for teachers, parent involvement, and use of the PRT's time only a majority of teachers in contrast with most principals agreed that:

- the PRT provides effective in-service for teachers (63% of teachers and 95% of principals)
- the PRT enhances parent involvement in K-3 education (55% of the teachers and 91% of principals)
- PRTs spend most of their time assisting students and teachers (51% of teachers and 94% of principals).

In those schools visited by the MGT team, PRTs' roles and responsibilities were observed to vary from school to school. Some PRTs reported that they were much more involved with individual teachers and students by providing individual or small group instruction than others. During the brief visits, little evidence was found to support the expected role of PRTs performing demonstration teaching or other "coaching" activities for teachers. Some PRTs reported that they are performing duties to assist administrators such as assisting with discipline and serving as the "in charge person" when administrators are off campus. Some PRTs reported that they operate on a fixed schedule for interactions with teachers. Other PRTs reported that they have systems which they have devised to maintain contact with and suggest ways in which they can be helpful to teachers. Informal interviews indicated that some PRTS do not appear to have proactive, consistent interactions with teachers and students.

During our on-site visits PRTs also reported that they are active participants in the Child Study Team. They reported that they are active in the Beginning Teacher Programs and other activities for faculty who are new to a school. Some PRTs reported a moderate level, and some a low level of involvement with parents. Some PRTs reported that they routinely participate in parent conferences, along with the classroom teacher. PRTs reported that they are responsible for records required by PREP. Teachers also reported that PRTs provide a valuable and necessary support for student and PREP records, if the records must be kept. PRTs reported that efforts are underway to revise and improve recordkeeping systems and this effort is viewed as a needed activity.

No standard system was found to exist for PRTs to document how they spend their time. Lack of standardization of data and variability in responsibilities make it very difficult to objectively describe and assess the role of the PRT.

Administrative Personnel

Regarding the adequacy of administrative personnel a majority of both teachers (64%) and principals (54%) agreed that the number of administrative personnel is sufficient to meet the needs of students with identified or potential learning problems.

Most teachers (77%) agreed that the number of administrative personnel is sufficient to meet the needs of students who require developmental strategies and to meet the needs of their teachers. Most teachers (75%) also agree that the number of administrative personnel is adequate to meet the needs of students who require enrichment and to meet the needs of their teachers. In contrast, only a majority of principals (68%) agreed that the number of administrative personnel is sufficient to meet the needs of students who need developmental strategies and the needs of their teachers. Similarly, only a majority of principals (74%) agreed that the number of administrative personnel is adequate to meet the needs of students who require enrichment and the needs of their teachers.

Guidance Personnel

Regarding adequacy of guidance personnel, less than a third of teachers (29%) and principals (31%) agreed that the number of guidance personnel is sufficient to meet the needs of students with identified or potential learning problems and the needs of their teachers. Similarly, only about a third of teachers (33%) and principals (32%) agreed that the number of guidance personnel is sufficient to meet the needs of students who require developmental strategies and the needs of their teachers. Only about half of the teachers (49%) and just over half of the principals (56%) agreed that the number of guidance personnel is sufficient to meet the needs of students who require enrichment strategies and the needs of their teachers.

During informal interviews, school staff also reported that societal conditions such as substance abuse and dysfunctional families are influencing the need for increased support services such as guidance, social work, and health services.

In addition, district and school staff reported that rapid growth of the school population is greatly influencing the duties of administrative personnel and the management of schools. Management concerns include: (1) obtaining appropriate instructional space; (2) the need for intensive and ongoing efforts to orient and supervise new faculty in district and school policies and procedures created by (a) the movement of faculty from one school site to another, and (b) the usual turnover of staff.

3.4.7 Junior Kindergarten

A number of strengths and weakness of the Junior Kindergarten program emerged from an examination of the district documents and curricular materials, informal interviews with district and school level staff and standards documented in the "Review of Current Literature and Research". Appendix E contains a list of district documents.

The apparent strengths of the program for Junior Kindergarten include:

- well-organized materials with activities keyed to individually specified objectives
- variety of activities
- strategy coding identification
- conformance of skill areas on the Junior Kindergarten Report Card to the skill areas targeted in the curriculum
- some teachers observed at site-visits extend the activities beyond those specified in the curriculum, providing a greater variety of learning strategies for the children

The apparent weaknesses of the Junior Kindergarten Program include two types: "restrictive student progress" and "curricular limitations." The Junior Kindergarten program is characterized by "restrictive student progression" in the following ways.

- Absence of the option for pupil progression into a regular first grade program. This absence creates an expectation for lack of progress.
- Assignment of the "preventive strategy" as the strategy of choice throughout the Junior Kindergarten program. This assignment denies the expectation of developmental spurts in children. The limit to a preventive strategy also appears contradictory to the widespread documentation of the need for a wide variety of instructional strategies in order to address the different needs and styles for individual children, especially for at-risk children in the early primary grades. It does not allow the children to demonstrate higher level capabilities, e.g., the usual entry activity for SADI will not even be attempted for entry into the developmental strand, the strand which leads to mastery for an objective.

- Placement in Junior Kindergarten because of developmental age. The research shows the instruments and methods used for estimating developmental age have high rates of error. The research also shows that children held back do not perform as well by grade three as similar children who are allowed to enter a regular classroom.

- Placement in Junior Kindergarten for any child who is legally age-eligible for regular Kindergarten. This placement denies the young child the opportunity to engage in the regular progression of students of the same age and to benefit from the interaction of students with different abilities.

The Junior Kindergarten Program has the following "curricular limitations."

- According to the information reported in the "Review of Current Literature and Research," the structure of the literacy and numeration components of the Junior Kindergarten curriculum may be inappropriate for the developmental needs of young children. The research shows that the emphasis on literacy and numeracy skills (part of the "push-down" of higher grade level academic expectations into lower grades) is premature in kindergarten programs.

- The "preventive strategy" activities do not appear to be as "motivational" or meaningful as the "enrichment strategy" or "developmental strategy" activities. This risk of time spent on "dull tasks" has been cited elsewhere (Katz, Rath, Torres, 1987, p.39).

Comparison of Current First Grade Students Who Participated in Junior Kindergarten with First Grade Students Who Did Not Have the Junior Kindergarten Experience

Appendix C, pages 2-3 present performance comparisons of 133 Junior Kindergarten participants with 150 Junior Kindergarten non-participants on the investigative issues of the study. Performance of Junior Kindergarten participants is below students who did not participate in Junior Kindergarten on all investigative issues.

Performance data for Palm Beach students also indicate that:

- approximately 50 percent of the students who participate in Junior Kindergarten continue to perform below grade level in reading/language arts after they have completed Kindergarten and are near completion of their first grade experience

- approximately 25 percent of the students continue to perform below grade level in mathematics.

These estimates of student performance are derived from an examination of the performance data for students who are currently enrolled in grade 1 and who have participated in Junior Kindergarten:

	Reading/language arts	Mathematics
At grade level	44%	72%
Below grade level	52%	23%
Above grade level	2%	2%
Missing data	2%	4%

Current PREP strategy assignments in reading (R) and math (M) shown below, generally coincide with the reported levels of performance.

	Preventive	Developmental	Enrichment
Grade 1	R-58% M-46%	R-39% M-46%	R-1% M-2%

In addition to the above data, approximately 50 percent of the students who have participated in Junior Kindergarten require a second trial to pass the reading/language arts skills mastery tests, but require only one trial on the tests in mathematics.

Examination of a sample of performance data for students who are currently enrolled in grade 3 and who have been retained indicated that 34% of these students had been enrolled in Junior Kindergarten.

Teachers reported that they plan to recommend 81% of these students for promotion and 2% for retention at the end of the school year. Teachers had not made decisions for 13% and data were missing for 4% of the students.

When surveyed, only a majority of teachers (57%) and principals (60%) reported that they agree that participation in Junior Kindergarten prepares students with identified or potential learning problems to successfully perform in kindergarten.

In informal interviews with district and school level staff, some staff reported difficulty in explaining to parents the need for a Junior Kindergarten assignment for their child. In addition, if the initial assignment of the student appeared to be in error, some school level staff also reported difficulty in moving a child early in the school year from a Junior Kindergarten program to Kindergarten.

3.4.8 K-1 Transitional

A number of strengths and weaknesses of the K-1 Transitional program emerged from an examination of district documents and curricular materials, informal interviews with district and school level staff, and review of the standards documented in the Review of Current Literature and Research. Appendix E contains a list of district documents.

The apparent strengths of the curricular materials for K-1 Transitional include the same strengths as those listed for the Junior Kindergarten program.

- excellent organization
- variety of activities
- clear coding of strategies
- conformance of skill areas on the K-1 Transitional Report Card to the skill areas targeted in the curriculum.

The apparent weaknesses of the K-1 Transitional program are somewhat different, though related, to those for the Junior Kindergarten program. These weaknesses also may be classified as two types: "restrictive student progress" and "curricular limitations."

The K-1 Transitional program is characterized by "restrictive student progression" in the following ways:

- Absence of the option for students who were in Junior Kindergarten to skip K-1 and enter a regular first grade program. This plan of student progression requires lack of progress. The student is not expected to go beyond the preventive strand and, at best, part of the developmental strand of activities.

- Placement in K-1 Transitional because of developmental age. The research shows the instruments and methods for estimating developmental age have high rates of error. The research also shows that children held back from first garde do not perform as well by grade three as similar children who are not held back.

- Placement in K-1 Transitional because of characteristics of youngness. No rationale has been documented for holding back children because of "characteristics of youngness." Such characteristics could make children more difficult to manage, but not necessarily make them unable to benefit from a regular first grade class.

- Placement in K-1 Transitional for any child who is legally age-eligible for regular first grade and/or who has completed a kindergarten program. This placement denies the young child the opportunity to engage in the regular progression of students of the same age and to benefit from the interaction of students with different abilities. The research shows that transitional programs are no more effective than grade retention, with the result that the child placed in a transitional program will achieve less academically and socially than similar children who are allowed to follow the regular class progression.

The K-1 Transitional program has the following "curricular limitations."

- Because the core objectives are the same as those designated for the Junior Kindergarten program, the student from this program is at greater risk of repeating a large proportion of the same program as only supplemental objectives and alternate strategies are provided. Repetition of the same program components has not been shown to offer an educational advantage to primary students.

- The literacy and numeration components of the curriculum may be inappropriate for the needs of young children.

- Entry and exit activities for individual objectives in the developmental strand of the curriculum frequently appear to measure different domains of skills. The lack of equivalence probably leads to inaccurate assessment of the student's readiness to enter the activities of the objective.

- The assignment to the "developmental" strand of the SADI objectives may be too restrictive. Reasons include: (1) most of the objectives will be redundant for children who have been in Junior Kindergarten or regular Kindergarten; and (2) the developmental activities may not be as motivational or meaningful as the enrichment activities.

Comparison of Current Second Grade Students Who Participated in the K-1 Transition Program with Second Grade Students Who Did Not Have the K-1 Transition Experience

Appendix C, pages 4-5, present performance comparisons of 176 K-1 Transitional participants with 205 K-1 non-participants. Comparisons included current reading/language arts and mathematics performance levels, number of trials required for students to demonstrate mastery on reading/language arts and mathematics skills mastery tests, current recommendations for promotion, current PREP assignments in reading and mathematics, current and previous assignments to special programs, summer school participation, and progression to date.

Performance of K-1 Transitional participants is below students who did not participate in K-1 Transitional on all but two comparisons. Comparison of current recommendations for promotion and assignment to exceptional student education indicated that the percentage of students who would be recommended for promotion and the percentage of students who have been assigned to exceptional student education are essentially the same regardless of their participation or non-participation in a K-1 Transitional class.

The sample of performance data shown below applies to students who are currently enrolled in grade 2 and who had participated in K-1 Transitional.

This data indicates that approximately one third of the students who participate in the K-1 Transitional component continue to perform below grade level in reading/

language arts after having completed Kindergarten, K-1 Transitional, and grade one and who are nearing completion of their second grade experience.

	Reading/language arts	Mathematics
At grade level	54%	84%
Below grade level	33%	10%
Above grade level	11%	4%
Missing data	2%	2%

In addition, approximately 10% of the students appear to continue to perform below grade level in mathematics.

Current PREP strategy assignments, shown below, generally coincide with the reported levels of performance in reading/language arts. However, these students tend to have PREP assignments in mathematics which are somewhat different from the reported levels of performance. For example, approximately twice as many students are reported to be assigned to preventive strategies in mathematics than are reported to be performing below grade level and with fewer students being assigned to developmental strategies than are reported to be performing at grade level.

	Preventive	Developmental	Enrichment
Grade 2	R-37% M-20%	R-52% M-75%	R-10% M- 4%

In addition to the above data, about one half of the students who have participated in K-1 Transitional pass the mastery skills tests in both reading/language arts and mathematics on the first trial and most pass mastery skills test on the first or second trial.

Teachers reported that they plan to recommend 88% of these students for promotion at the end of this school year and 2% for retention. Teachers had not made decisions for 7%, and data were missing for 2% of the students.

Survey responses indicate that a only majority of teachers and principals (72%) agreed that participation in a K-1 Transitional class prepares students with identified or potential learning problems to successfully perform in the next grade.

3.4.9 Grade Retention

The "Review of Current Literature and Research" did not reveal any strengths for the policy of grade retention in K-3. The review of research and literature documented pervasive weaknesses of retention across schools and types of programs.

Negative effects include:

- The educational achievements of retained students are lower than those of similar students who are promoted rather than retained.
- The social problems of retained students are greater than those of similar students who are promoted rather than retained. (Social problems include lowered self-esteem, increased behavior problems, increased stress.)
- Disproportionate numbers of males, lower socio-economic groups, and minority groups appear in the population of retained students.
- The school dropout rates of retained students are greater than those of similar students who are promoted rather than retained. (For a student retained twice, the associated dropout rate is near 100 percent.)
- The cost of an extra year of education for retained students is higher than the effective alternatives. Costs include money, time, and lost learning opportunities.

Analysis of the demographic data from the parents of these retained students shows:

- A lower proportion of females and higher proportion of males are retained than appear in the total third grade population for Palm Beach (29% females retained versus 48% in total third grade; 81% males retained versus 52% in total third grade).
- About the same proportion of racial/ethnic groups retained as in the total third grade population for Palm Beach (56% white retained versus 61% in total third grade; 28% black retained versus 26% in total third grade; 15% hispanic retained versus 11% in total third grade; 2% "other" retained versus 2% "other" in total third grade).

Comparisons of Current Third Grade Students Who Have Been Retained at Least One Year with Third Grade Students Who Have Not Been Retained

Appendix C, pages 6-7, present performance comparisons of 361 retained third graders with 303 non-retained students. Comparisons included current reading/language arts and mathematics performance levels, number of trials required for students to demonstrate mastery on reading/language arts and mathematics skills mastery tests, current recommendations for promotion, current PREP assignments in reading and mathematics, current and previous assignments to special programs, summer school participation, and progression to date.

Performance of retained students is considerably lower in the third grade than students who have not been retained. Comparison of current assignment to exceptional student education indicated that the percentage of students assigned to exceptional student education are essentially the same whether they have been retained or not.

Comparisons of Previously Retained Third Grade Students with Students Who Have Never Been Retained on the State Student Assessment Test

Appendix C, page 8, presents performance comparisons of 296 retained third graders with 275 current third graders who have never been retained.

Examination of the performance data indicated that:

- the mean scores of non-retained students are significantly higher than the means of previously retained students for all eight measures.
- approximately half of the third grade students who have been retained at least once in a previous primary grade continue to perform below grade level in reading/language arts.
- approximately one fifth of the students continue to perform below grade level in mathematics.

	READING/LANGUAGE ARTS	MATHEMATICS
	Retained	Non-retained
At grade level	48%	79%
Below grade level	44%	19%
Above grade level	6%	0%
Missing data	2%	2%

Current PREP strategy assignments, shown below, generally coincide with the reported levels of performance in reading/language arts. However, these students tend to have PREP assignments in mathematics which are somewhat different from the reported performance levels. None of these students were reported as performing above grade level in mathematics. Yet 10% of the students were reported as being assigned to enrichment strategies in mathematics.

	Preventive	Developmental	Enrichment
Reading	48%	46%	2%
Mathematics	21%	69%	10%

About one-fourth of the students who have been retained at least once in the primary grades pass the mastery skills test in reading/language arts and one-half pass in mathematics on the first trial. Most pass the mastery skills test on the first or second trial.

In addition to student performance data, only about two-thirds of the teachers (64%) and just over half of the principals (54%) agreed that retention in the primary grades contributes to later school success for students with identified or potential learning problems.

A majority of teachers (71%) and most principals (78%) reported that parents expect their children to have more success later in school as a result of retention in grades K-3. Most teachers (77%) and principals (86%) also reported that parents are fearful that their child will be labeled as a failure. Teachers and principals also reported that parents overall do not have a positive attitude toward retention of students in grades K-3.

Slightly more than one-third of the teachers and principals reported that retention in a grade frequently is due to movement of the family. Even fewer teachers (22%) and principals (24%) reported that retention in a grade frequently is due to a child's absence from school. This finding may be due to the use of the unified curriculum.

Only a majority of the parents (65%), when the question of retention arose, initially agreed with the retention of their child. The total for those who disagreed, did not understand, or who reported other feelings adds up to more than one third of the parents (35%). Almost one fifth (17%) reported that they disagreed with the retention, a few (5%) reported that they did not understand the need for the child to repeat a grade, and some (13%) reported that they had a variety of other feelings about the retention.

After the retention of the child, less than half of the parents (46%) agreed with the retention. Just over a third (34%) disagreed, a few (4%) reported that they still did not understand the need for the retention, and nearly a fifth (17%) noted a variety of other both positive and negative feelings about the retention.

Only a majority of the parents (63%) of students who had been retained in the primary grades reported that the retention resulted in their child being better prepared to enter the next grade. Only a few of the parents (6%) reported that they believed that their child would have done better in school if they had not had to repeat a grade. Almost one-fourth (24%) of the parents also reported that their child "felt like a failure" as a result of the retention and a few (6%) reported that they felt like they had failed as parents due to the retention. Parents reported that the following alternatives to retention would have assisted their child to do better in school.

- child should have received special classes and education services such as Exceptional Student Education (41%)
- child should have had a better teacher or other similar comment (9%)
- child should have had the same teacher for kindergarten through first grade (4%)
- child should have had a longer school day (4%)

Parents reported the following types of communication with the school about the retention of their child.

- invitation to a teacher conference (44%)
- letter stating need for summer school (29%)
- meeting at school (25%)
- report card notification (18%)
- other type of notice (18%), such as call from teacher (6%)
- letter stating need for retention (16%)

A majority of the parents (70%) of students who had been retained in the primary grades reported that they participated in their child's schooling "nearly all of the time" or "a lot of the time". One-half of these parents reported that their child's teacher frequently tells them how they can take part in their child's education and almost half (45%) reported that their child's teacher gives them materials to use to help their child in learning.

- parents reported the following types of participation:
- meetings with teachers (76%)
- phone calls from teachers (49%)
- visits to classrooms (44%)
- PTA or PTO (26%)
- personal instruction from the teacher or specialist (25%)
- other types of participation (21%), including help with homework (9%)
- volunteer activities (18%)
- training in group with other parents (2%).

Although a majority of the parents reported high levels of participation, teachers and principals reported that parents of retained students do not typically have a high level of participation with the school. This discrepancy may be due to the sample, i.e., only parents of third grade students who had been retained were surveyed. Those parents who took the time and effort to complete and return the survey also may be the ones who are more involved with their child's education program than are parents who did not complete and return the survey.

During informal interviews, school staff reported that they are seeking ways to better communicate with students and their families and to increase parent and community involvement in the schools. Some staff also commented on the need for increased and improved training strategies for parents.

3.4.10 Summer School

The "Review of Current Literature and Research "offered some evidence of the effectiveness of summer school programs for at-risk students, but the greatest benefits are expected from a summer school conceived as an accelerated program for promotion of students.

As described in program documentation, the Palm Beach Summer School program should offer an effective alternative for students who have not mastered the designated critical skills for a grade level. However, because it uses the same curricular materials as those prescribed for the other program components, it offers the same strengths and weaknesses. In addition, due to the absence of unique materials for summer school, students are likely to encounter the same objectives and activities as in the regular school year.

Another potential weakness of assignment to a preventive strategy in Summer School is the possibility of undue restriction of learning activities to those contained in the preventive strand -- activities that may be less meaningful and motivational than the enrichment strategies. In addition, the Summer School program requires an extended investment of teacher, administrative, and student time.

When surveyed, less than half of teachers (44%) and even fewer principals (33%) agreed that participation in Summer School prepares students who have potential learning problems for successful performance in the next academic year. Survey comments by teachers and principals also indicated that Summer School may be ineffective for primary students in general.

Performance data indicated that a greater percentage of participants in Junior Kindergarten were enrolled in Summer School after their kindergarten year and after first grade than those who did not attend Junior Kindergarten. Performance data also indicated that a greater percentage of participants in K-1 Transitional classes were enrolled in Summer School after their kindergarten, first grade, and second grade years than those who did not attend K-1 Transitional Classes. Performance data indicated that a greater percentage of third grade students who have been retained for at least one year were enrolled in Summer School after their kindergarten, first grade, second grade, and third grade years than those who had not been retained.

3.4.11 Other Special Programs

Exceptional Student Education (ESE)

Many strengths and a few weaknesses of the Exceptional Student Eduction Program emerged from an examination of the available district documents on ESE. Appendix E contains a list of district documents.

Review of Palm Beach documents indicate that the strengths of the ESE program include.

- Careful and accurate assessment of student exceptionalities using a variety of multiple data sources.
- Collaboration and coordination of the exceptional education teacher and the regular education teacher.
- Flexibility of standards in making promotion and retention decisions from a thorough review of tests, assignments, daily observation, and the Individualized Education Plan.
- The policy of following the required course of study for regular students whenever appropriate.
- The provision of special programs adapted to the individual needs of students.
- Parent involvement in making decisions about program placement.
- The specificity of information required on referral forms.
- The guide for observations and interventions for exceptional students.

- The guidelines for involving minority and isolated parents.
- Individualized prescriptive instruction.

The weaknesses of the program include:

- Extra cost of individualization (e.g., teacher:student ratio)
- Extensive documentation requirements.

During informal interviews with school staff, some staff indicated that problems exist in the amount of time required for completion of evaluations and staffing for students who are referred to Exceptional Student Education.

Performance data indicated the following findings:

- More than a fourth of the current first grade students (28%) who participated in Junior Kindergarten have been identified as handicapped and currently assigned to ESE. Just a few (6%) of those who did not attend Junior Kindergarten have been identified as handicapped and currently are assigned to ESE.
- Almost one-fourth of the current second grade students (23%) who participated in a K-1 Transitional class and 9% of non-participants have been identified as handicapped and assigned to ESE. Only a few (9%) of those who did not attend K-1 Transitional have been identified as handicapped and assigned to ESE.
- Almost half of the current third graders (43%) who have been retained for at least one year have been identified as handicapped and assigned to an exceptional student program. Just a few (8%) of those who have never been retained have been identified as handicapped and assigned to ESE.

Chapter I Program

Review of Palm Beach documents indicate that the strengths and weaknesses of the Chapter I All Day Basic Skills program are fundamentally the same as the other curricular components for grades K-3. Appendix E contains a list of district documents.

The Chapter I program has the added advantage of including a lower teacher-student ratio and a tutorial component which should enhance student achievement. Appendix F includes examples of some exemplary Chapter 1 programs.

If teachers limit their focus to preventive strategies, there is the added possible weakness of focusing of student time on dull rather than meaningful tasks. (See the next section 3.4.11 describing preventive, developmental, and enrichment strategies within the curriculum.)

The survey of teachers and principals indicates that only a majority of the teachers and principals (67%) agreed that the Chapter I component prepares students with identified or potential learning problems for successful performance in later school grades.

Performance data for Chapter I participants indicated the following findings:

- Over one-third of the current first grade students (34%) who participated in Junior Kindergarten and nearly a third of non-participants (31%) are currently assigned to Chapter I.
- Just a few of the current second grade students (10%) who participated in a K-1 transition class and only a few of non-participants (11%) currently are assigned to Chapter I.
- The relatively low percentage of the current third graders (13%) who have been retained for at least one year is the same as the proportion of students (13%) who have never been retained and currently are assigned to Chapter I.

Prekindergarten Early Intervention Program

During informal interviews with the MGT team, some school staff reported that where schools are located in low socio-economic areas many children come to public school with no prior formal prekindergarten program experience. Staff indicated that these children are experiencing greater difficulty adjusting to the structure of school and in performing successfully.

The previously reported research on parent involvement also suggested that children of parents who have higher schooling will experience more classroom-like interaction processes in their homes in contrast with children from homes of lower schooling. Discontinuities in home and school values also influence the problems of adjustment for many children.

Staff reported that they are aware of the prekindergarten early intervention program and are hopeful that its development and expansion will have a positive impact on the K-3 instructional program.

3.4.12 Preventive, Developmental, and Enrichment Strategies Offered within the Unified Curriculum

The strengths of the codified strategies within the unified SADI curriculum are the same as those cited for the Junior Kindergarten and the K-1 Transitional program. Strengths of the unified curriculum for SADI and for grades 1-3 include the ability to accommodate the approximately 30 percent turnover of students from school to school so that when students change schools they are assured of the same objectives and materials being used throughout the district.

The weaknesses of SADI also are the same as cited for Junior Kindergarten and the K-1 Transitional programs. In addition, other related weaknesses apply to the regular Kindergarten program:

- Students assigned to the "preventive" strand for a given objective may be exposed to less meaningful or motivational activities than those assigned to the "developmental" and/or "enrichment" activities.
- Students assigned to the "preventive" strand for a given objective, if required to complete this strand before entering the "developmental" strand, will be restricted to a longer time period for completing the objective regardless of readiness to enter a more advanced activity -- such assignment within an individual objective also precludes exposure of the student to the greater variety of learning activities that would be

> offered by a mix of the activities that presently are designated in the "enrichment" with "preventive" and "developmental" strand.
>
> Note: Inspection of the SADI curriculum and some of the interview responses indicated that many of the enrichment activities appear to be more motivating than the preventive ones.
>
> Another possible weakness is the rigidity of the criteria for mastery of an objective, e.g., the evaluation criteria for Objective 6, Fine Motor, on coloring objects would find coloring outside of the boundary of a circle to be unacceptable. A student who is focusing on the choice of color, texture, and energy instead of the boundary would "fail" the objective. Alternative exit activities would remove such inflexibility.

In the curricular materials for grades 1-3, teachers appear to have greater flexibility in the selection of activities that are appropriate for different student needs. They may choose from "basic," "average," or "enrichment" activities in the different curricular areas. The assignment to strategies and performance data reported earlier suggest a possible problem in appropriateness of strategy assignment and/or with the materials.

During informal interviews with school staff, they reported that the Unified Curriculum is as an improvement over past practices. They cited particularly the benefit of the student records provided when a student transfers from one district school to another district school. Some staff also reported problems with receipt of incomplete records for transferring students.

During informal interviews with school staff, SADI received a mixed review. Some staff viewed it as adequate, others as exemplary, and others reported that it is too restrictive for kindergarten students. Several staff also reported that exit activities for SADI were too paper and pencil oriented.

School level staff are very well informed of the requirement of PREP procedures and materials. Observations of classroom environments and interview comments indicated levels and consistency of implementation of the program. Some staff reported that misperceptions may exist about what is required and what is optional material or practice.

Teachers frequently treat any optional material or practice provided by the district as required material or practice.

School level staff reported that record keeping requires a tremendous amount of time and schools are in the process of trying to automate their record keeping systems. Regarding the time required for mastery testing, staff also expressed concern that the time required for such testing results in a decrease in the amount of time available for active and creative learning experiences for students.

CHAPTER 4

Recommendations for Program Improvement

CHAPTER 4

Recommendations for Program Improvement

This chapter contains our recommendations to the School Board of Palm Beach County for improvements in kindergarten through grade 3 programs. It provides a summary of the major recommendations, followed by a statement of the rationale including relevant findings of literature and research and specific actions suggested to implement the recommendations.

The recommendations were developed in consultation with our Technical Advisory Team composed of recognized professionals in early childhood education from universities and Florida school districts comparable in size and demographics to the Palm Beach School District. The Technical Advisory Team was involved in the review of literature and research and identification of major findings of the study prior to making these recommendations.

4.1 Summary of Major Recommendations

Based on the Palm Beach County K-3 program status data and review of the literature and research findings, the following recommendations are offered for consideration for program improvement.

- Validate screening and assessment policy, practices, and instruments for the purposes for which they are used by the school district.
- Develop a district plan to accelerate the progress of students who are at-risk, who have identified or potential learning problems, or who are in need of preventive strategies.
- Develop a comprehensive approach to address the need for additional instructional support, materials, and strategies for the preventive, developmental, and enrichment components in K-3.

- Terminate the use of Junior Kindergarten, K-1 Transitional, and other grade retention practices and develop alternative program structures for pre-K through grade 3.

- Terminate Summer School as presently operated and develop alternative extended school year programs.

- Clearly delineate the specific instructional role and responsibilities of the primary resource teacher as well as the principal, assistant principal, guidance counselor, area administrators, and area mathematics and language arts specialists for K-3 programs.

- Develop a program organizational structure and management plan placing responsibility for all school district programs serving pre-K through grade 3 students under one department.

4.2 Discussion and Suggested Actions for Major Recommendations

In this section, we address each major recommendation in greater detail by referencing the findings and conclusions that led to the recommendation and listing possible action steps for implementing the recommendation.

Recommendation #1

Validate screening and assessment policy, practices, and instruments for the purposes for which they are used by the school district.

Rationale

Research concerning screening, assessment, and testing of children in the early primary grades documents the following findings.

- General unreliability of test results for children in the early primary grades because of differences in rates of development, life histories, and individual styles of handling a task such as taking a test. Generally it is inappropriate in the early primary grades to use one-time testing or to rely substantially or completely upon and a single measure as the basis for placing a child into an extra-year program such as Junior Kindergarten or K-1 Transitional. The young child's development in cognition, social competence, self-esteem and other areas is continuous and progresses unevenly with spurts in individual growth.

- Unreliability of specific instruments used in making placement decisions whether or not they are called "screening" or "assessment" instruments, such as the Gesell School Readiness Screening Test, the Brigance, and the Metropolitan Readiness Test. Such unreliability frequently results from the misuse of tests that were designed as screening instruments to flag problem areas which require additional diagnostic assessment. Too often, these instruments are used to make placement decisions instead.

- The need for multiple independent evaluation methods in order to enhance validity of measures for their intended purposes, to increase interpretability of results, and to reduce uncertainty of findings.

- The validity and reliability of screening and assessment also depends upon the appropriate selection and use of instruments and methods, and adequacy of time for observation, testing, and recording the results. For example, even a valid and reliable instrument will result in errors when inadequate time is allotted for use of the instrument. Conclusions from teacher observations of student behaviors will require adequate time for the record of observations to be accurate. Systematic observation procedures also would support reliability of measures.

- Children in the early primary grades, especially those at-risk or disadvantaged, require frequent monitoring and assessment of progress. The frequency is necessary because of spurts of developmental changes that frequently occur with young children.

Programs with documented effectiveness include multiple measures and observation checklists in screening and assessment. These programs also tend to use the results of such screening and assessment to assist in identifying strengths and weaknesses of students in order to evaluate age-appropriate tasks, select appropriate teaching styles and materials, and to frequently assess student progress. Examples include the ones listed below. Appendix F, Program Descriptions provides the contact and description for each program.

- Use of five validated instruments (supported by training), a parent interview form, and an observation scale for all 4, 5, and 6 year old children for making decisions about preferred learning styles, teaching strategies, and curriculum. Instruments include the Preschool Language Scale (developed with the program), the Peabody Picture Vocabulary Test, and the Developmental Test of Visual Motor Integration to identify strengths and weaknesses of each student. *Early Prevention of School Failure: A Nationally Validated Program, Minneapolis*

- Use of multiple screening and follow-up measures for a diagnostic-prescriptive team (psychologist, speech clinician, audiologist, social worker, educational specialist, and team leader). *Pre-1st grade, Broward County*

- Use of several formal tests with services from a multi-disciplinary team (psychologists, speech therapists, occupational therapist, physical therapist, vision specialist, hearing specialist or educational diagnostician). *Integrating Special Learners into Mainstream Classrooms: Westside Community Schools, Omaha, NE*

- Use of the Denver Developmental Screening Test or the DIAL-R and the Zimmerman Preschool Language Scale along with a developmental checklist to assist in the evaluation of age-appropriate tasks. Staff members also record the child's daily progress in relation to key experiences. *A Joint Venture Between Two Districts: Affton-Lindbergh Early Childhood Education Program, Sunset Hills, MD*

- Use of multiple criteria including test scores on the "Macmillan Series Reading," a list of specific student capabilities and difficulties, CTBS scores, and specific observable behaviors of students. *Project Read, Hillsborough County*

- Space available enrollment in kindergarten without screening supported by the Metropolitan Readiness Test and an observational checklist. *Large Urban District: The District of Columbia Model, Washington, D.C.*

- Criterion-referenced assessment and evaluation of student progress with a variety of assessment methods, and regular frequent assessment. *Enabling Learner, Year 2000: A Curriculum and Assessment Framework for the Future, British Columbia.*

In the Palm Beach School District, the screening and assessment policy, practices, and instruments appear in different sections of separate district documents. The PREP plan lists screening instruments and screening agents. In another list, the PREP plan lists thirty separate assessment instruments, the ages to which they apply, and whether to administer them in groups or individually. But the plan does not identify the agent or qualifications for administering each instrument. Neither the list of screening instruments nor assessment instruments contains a statement of purpose or guideliness for screening and assessment. Such information also was not provided in other district documents.

Procedures within some special programs are explained in detail. For example, the Special Programs and Procedures for Exceptional Students provides detailed information related to ESE programs. Other manuals on programs and procedures for Junior Kindergarten, Kindergarten, and K-1 Transitional, however, do not contain specific guideliness on the screening and assessment procedures nor criteria for making decisions from their results.

In interviews, review of district documents, and communication with Palm Beach officials during the construction of survey instruments for this study, the Teacher Observation Checklist (TOC) and the Gesell School Readiness Screening Test were identified respectively as the major screening and assessment instruments.

The TOC, presently in a revision cycle, appears to be designed to identify particular problems related to learning processes, such as visual or hearing or speech. Items coded as "V," "H", or "S" result in additional health screening. Such an instrument may be expected to "flag" isolated discrete problems, thereby making it useful for identifying students with selected types of potential learning problems. The use of other items is unclear and a number of the items are non-behavioral. Examples include "thinks quickly" "has a great deal of curiosity," "doesn't seem to be learning," "has a good sense of humor." Such items call for judgements in the absence of specific criteria rather than a record of observations. In the absence of data on validity and reliability, no apparent reasons for such items have been identified. The constructs or domains of behavior targeted in the TOC are not evident for many of the items.

It appears that the "V, "H," and "S" items are reasonable for referrals for health screening. But no guidelines or information are available to support the use of the other items in determining referrals for other screening or assessment, in making strategy assignments, or in adapting learning activities to modalities of individual learning styles.

Although, identified as the major assessment tool in making placement decisions, the Gesell School Readiness Screening Test is only one of thirty assessment instruments listed in the PREP plan. At the April 1990 project meeting, Palm Beach officials indicated that two of instruments listed, (the Brigance K and 1 Screen and the Metropolitan Readiness Test, also with research on measurement error) actually are no longer used.

The use of the Gesell test in making placement decisions is inappropriate according to studies on measurement error associated with the test. Great care is required in using the other instruments for diagnostic information. In the absence of information about how the school district actually uses their listed assessment instruments, few other conclusions can be drawn.

The findings from the Palm Beach survey and performance data indicate problems with the reliability and validity of PREP screening and assessment procedures, including some problems with the use of the Teacher Observation Checklist (TOC). Survey data also indicate problems with the amount of staff time spent in conducting screening components and processes as well as with the accompanying paperwork.

Program documents, school level interviews, observations, and comments from teachers and principals include the following perspectives.

1) Staff rely substantially upon the Gesell School Readiness Screening Test in making placement decisions.

2) Staff use the Teacher Observation Checklist (TOC) as the initial screening instrument.

3) The TOC has no data to establish validity and reliability.

4) Some teachers expressed concerns that the TOC is completed too early in the year for teachers to know the children, is "cumbersome and inappropriate for at-risk children," and that the testing demands on 5 year olds take away valuable instructional time.

Suggested Actions

We suggest that the following specific actions be considered.

- Validate the Teacher Observation Checklist and assure the validity and reliability of other instruments used for screening and assessment of students in the Palm Beach County School District K-3 programs.

- For the current instruments identified for assessment of students in the Palm Beach County School District K-3 programs, conduct a process to establish a valid set of instruments. The process should include but not be limited to the following actions:

  (1) Purge from the list of instruments, those that are no longer used, including the Brigance and Metropolitan Readiness Test for which research also has indicated specific problems.

  (2) Eliminate use of the Gesell School Readiness Screening Test in making placement decisions.

  (3) Clarify the purpose of using each of the identified screening and assessment instruments.

- Include multiple independent sources of data for each construct in the screening of students. First, determine the purpose of each measure and identify the specific construct to be measured. Then match existing valid and reliable instruments to the purposes and constructs. For new instruments, focus on the collection of performance samples and observations. If using an observation checklist, make sure that the items are stated in objective behavioral terms. If using a rating, use more than one rater.

- Make needed changes in the assignment of PREP strategies and conduct investigations on the reliability and validity of the changes.

- Review the investment of time and paperwork required in the current screening process. Synthesize and condense the documentation required for PREP screening. Consider automation of screening information.

- Increase the frequency of review of student progress for determining strategy assignments.

- For assignment of at-risk students to a preventive strategy for referral to Chapter I accomplish the following actions.

  (1) Use information on teacher judgement of student needs to support other data used in making preventive strategy assignments.

(2) Use multiple selection criteria in addition to norm-referenced testing for placement in Chapter I.

(3) Lobby for official changes in ways to determine which students are eligible for Chapter I services.

(4) Examine alternative models for delivery of Chapter I services and assess their potential for increasing the performance of K-3 students in Palm Beach.

Recommendation #2

Develop a district plan to accelerate the progress of students who are at-risk, who have identified or potential learning problems, or who are in need of preventive strategies.

Rationale

Note: Parts of this rationale also apply to recommendations, 3, 4, and 5.

Research concerning effective programs for at-risk students includes the following findings.

- Alternatives such as retention, delayed entry or readiness programs, junior kindergarten programs, and others which hold back children from normal pupil progression in order to help them "catch-up" do not achieve their optimistic goals. Instead, these children generally achieve less and experience greater problems than their cohorts who are allowed to move along with other children in spite of their "at-risk" or "identified or potential learning problems."

- Characteristics of effective programs include positive expectations for student progress, a positive and encouraging environment with positive reinforcement of progress, strategies designed to accelerate progress including approaching the teaching of the class as an enrichment program, the avoidance of labels to indicate "slowness" or "non-normality," a great variety of strategies and materials, multi-age groups, cooperative learning, and other specific program characteristics.

The "Review of Current Literature and Research" cites a number of specific programs effective for at-risk students.

- Upgrade of kindergarten entrance level readiness skills through increasing environmental experiences and promoting maximum language development in the cultural context of the child's family and community. *A Prekindergarten Instructional Television Program: The Brownsville Model, Brownsville, TX*

- High expectations for the achievement of all students regardless of family background or social class through additional special programming and a variety of resources and activities. *Early Prevention of School Failure: A Nationally Validated Program*

- Use of an integrated kindergarten program in all kindergarten and designated special education classes including broad and open-ended learning experiences, inquiry experiences, and manipulative experiences. *The Integrated Kindergarten Program: Fairfax County, Vienna, VA*

- Non-threatening, very positive environment with differentiated instructional objectives and a focus on exploration and discovery through interdisciplinary experiences. *Pre-1st Grade: Broward County*

- Heterogeneous grouping of children encouraging active participation through observation, exploration, verbalization; self-expression through writing, drawing and movement activities; enrichment activities, after school care, and a daily child-teacher conference; high on-task behaviors and "high expectations for students and careful monitoring of student progress," *Developmental/Experiential K-1 Early Childhood Program, Chapel Hill, NC*

- Children's involvement in their own learning with many experiential activities such as hands-on manipulative and language interaction in math, teacher-child interactions based on children's literature and the child's own language, and writing activities in a comprehensive program that is not program driven. *Exploring Excellence for Young Children: Pasco, Washington*

- Academic kindergarten serving children on a first-come, first served basis (health screening only) placing "the highest value on each child's attainment of developmental maturity." *Academic Kindergarten: School District of Philadelphia*

The present program alternatives in the Palm Beach School District are characterized by restrictive student progression. Rather than enhancing learning opportunities, the programs require delayed entry into Kindergarten and/or 1st grade and grade retention for selected students (refer to recommendation #3). In addition, within the SADI curriculum, preventive, developmental, and enrichment strands of activities have been designated for each objective.

Students placed in Junior Kindergarten are assigned the preventive strand. These students do not have the option of demonstrating readiness for the developmental strand, in each objective, nor do they have the option of receiving enrichment activities until they complete the developmental activities leading to mastery. These students also do not have the option of being promoted to grade 1. Instead these students may enter Kindergarten or K-1 Transitional where the same objectives may be repeated along with supplemental objectives for kindergarten and K-1. The activities for the repeated objectives may be different as the students enter the developmental strand.

Once in K-1, the students do not have the option of receiving enrichment activities in a given objective until they complete the developmental activities leading to mastery. They do have the option of learning other objectives provided as a supplement to K-1.

The students in Junior Kindergarten and K-1 Transitional also may attend Summer School, a program with a lower student/teacher ratio, but which uses the same curriculum materials and activities.

In addition to these features of restrictive student progression, a practice that tends to minimize risk-taking in learning experiences, there is some evidence that a number of the enrichment activities in SADI are more meaningful and motivational than the preventive and developmental strands. Problems with the entry and exit activities in the developmental strand also were cited earlier, including exit and entrance activities that measure different types of capabilities, and insufficient flexibility in the exit criteria due to limited exit items and mastery criteria.

In grade retention practices, similar restrictions in curriculum materials and activities also are present, i.e., retained students experience the same objectives and activities that were made available to them in the previous year.

The research indicates that students can accelerate their progress through the addition of and a greater variety of learning experiences that will upgrade their skills, along with high expectations for progress in positive learning environments which include heterogenous grouping.

The perceptions of both teachers and principals as well as performance data, indicate the need for a review of the appropriateness of prescribed goals and objectives, appropriateness and adequacy of instructional materials, the type and effectiveness of the instruction provided for students with identified or potential learning problems, and the use of data on PREP strategies for referral of students to special programs.

This survey and performance data was further supported by comments made on the survey instruments and during school interviews. Comments include the following:

- Once a preventive strategy assignment has been made, it is difficult to move a student out of the preventive strand even when the teacher feels it is appropriate to do so. (This comment may concern the role of the PRT, who together with the teacher, is expected to collaborate on the design to move the student to another strategy assignment. Another possibility is an inservice need to clarify the use of the strategy assignments and differentiate optional versus required practices as well as the strategy flexibility expected within individual objectives).

- More students are assigned to preventive strategies than appropriate when compared to their results on achievement tests. (See above explanation about inservice.)

Suggested Actions

We suggest the following actions:

- Implement a process to obtain broad-based input from K-3 teachers on the following issues:

  - the specific preventive activities that are inadequate for the needs of children who have been assigned to preventive strategies

  - the specific enrichment activities that may be appropriately used for students who have been assigned preventive strategies

  - other supporting activities that teachers find effective

  - differentiated objectives for students considered in need of preventive strategies or who are at-risk of retention in a grade

  - additional entry and exit activities and criteria

- Review and revise current preventive strategies to increase:
  - number and variety of strategies
  - high interest and meaningful activities
  - multicultural environmental experiences
  - hands-on manipulative and experiential activities
  - writing, drawing, and movement activities
  - verbalization and language interaction
  - positive reinforcement alternatives
  - differentiated objectives
- Develop an "accelerated program philosophy" for preventive strategies that include:
  - high expectations for progress of students
  - accelerated movement of children through a greater variety of activities to reach mastery of an objective
  - the option to demonstrate mastery before completion of all activities in the preventive and developmental strands.

Recommendation #3

Develop a comprehensive approach to address the need for additional instructional support, materials, and strategies for the preventive, developmental, and enrichment components in K-3.

Rationale

Research concerning the instructional support, materials, and strategies for students in need of differentiated strategies such as preventive, developmental, and enrichment includes the following findings.

- Evidence of a push-down of academic expectations that are inappropriate for the developmental capabilities of children in the early primary grades, especially concerning an early focus upon literacy and numeracy in kindergarten.

- Evidence of a focus in the recent past upon test accountability and finished products leading to the neglect of developmentally appropriate learning processes in the early primary grades.

- Evidence of greater success in learning when schools exhibit strong leadership, positive expectations, avoid labeling of students as "non-normal," have more fluid organization of class structure, and incorporate flexibility within a structured and detailed curriculum.

- Recommendations from professional associations and researchers in the field of early childhood education to increase the variety of materials and strategies used to adapt instruction to the needs, interests, and capabilities of young children. They recommend the following:

    - more concrete, manipulative, multicultural, non-sexist materials and equipment of varying levels of complexity

    - more experiential, high-interest, multi-sensory, meaningful, first-hand and learner-selected activities with integrated experiences adapted to individual learning styles across all content areas (including play, active experimenting, exploring, discovery, restructuring, speaking and listening, drawing, storytelling, socialization)

    - learning environment organized to display and make accessible a variety of learning materials for children to use at designated work spaces

    - alternative grouping of students for small group instruction, cooperative learning, mixed age groups, mixed ability groups, less isolation/separation of "at-risk" students or students with "identified or potential learning problems"

- Recommendations from professional organizations and researchers in the field of early childhood education to provide strong instructional support including:

    - clarity, fairness, and consistency of decisions by principals

    - requirements for qualified teachers along with continuity of in-service

    - cooperative arrangements between teachers of differing grades

    - specific parent involvement and parent education activities

    - strong district leadership and support

The "Review of Current Literature and Research" cites a number of specific programs which use a variety of materials and strategies with a balance of structure, specificity of detail, management, and flexibility of programs. Examples of other notably effective programs include those with the following components. (Appendix F includes program descriptions.)

- A balance of structured and unstructured tasks with both child-directed and teacher-directed activities and emphasis on hands-on involvement; teacher certification; supervision of programs; strong parent involvement under the direction of the classroom teacher (parents as information resources, developers of manipulatives for children, chaperons for field trips, planning parties, classroom volunteers). *Developmental Placement: St. Charles Parish, LA*

- Direct personal experiences; native language and cultural context of children; multi-sensory and colorful activities and materials (puppets, characters, holiday themes. *A Prekindergarten Instructional Television Program: The Brownsville Model, Brownsville, TX*

- Self-discovery with a focus on "personal responsibility for literacy, willingness to take risks, sense of social responsibility, and love for learning;" manipulation of a variety of materials across content areas; mastery of one unit before progression to the next; parent education meetings. *Public School Montessori Program: Dallas, TX*

- Specific, sequenced objectives, activities, education and certification requirements for teachers; parents as "necessary partners"...required to attend parent conferences...encouraged to participate in self-selected activities," and who receive "monthly parent calendar, classroom visits, notes, telephone calls." *Large Urban District: The District of Columbia Model, Washington, D.C.*

- A variety of resource materials in concrete, semi-concrete, and abstract areas; a curriculum guide with a variety of activities; building principal leadership and participation in in-service and parent orientation; parent involvement. *Early Prevention of School Failure: A Nationally Validated Program, Peotone, IL*

- Integrated curriculum with content and process objectives across all subject areas; focus on communication, interaction with others, critical thinking, problem solving, creativity, observation, development of concepts; child as active learner; three content area strands with many activity-oriented experiences; parent education as "essential component;" strong staff development with teacher workshops, classroom observations, sharing, coaching, and feedback. *The Kindergarten Program: Fairfax County, Vienna, VA*

- Exploration and discovery through interdisciplinary experiences; mastery of basic skills; parent conferences; administration and supervision of program by school principal and primary specialist; certified teacher and aide in each classroom. *Pre-1st Grade, Broward County*

- Organization of curriculum around developmental needs, interests, learning styles of child rather than around a single curriculum guide or time schedule; active participation and self-expression activities; learning centers, skills groups, and units of study; parent involvement at a variety of levels including an "open visitation" policy and night conference sessions to accommodate working parents; imagination, creativity, verbal expression in a wide range of materials and activities; learning contracts and color-coding in the multi-task management system. *Developmental/Experiential K-1 Early Childhood Program: Chapel Hill, NC*

- Standardized curriculum with teacher flexibility in learning activities; parent volunteers. *Academic Kindergarten, School District of Philadelphia*

- Special attention to individual learning styles, self-initiated and independent activities; richness of learning environment with facilities, equipment, materials, and activities chosen to capitalize on the ways that children learn; firsthand and discovery experiences; parent participation in school and classroom activities, interaction with staff at home/school visits, attendance at workshops on child-rearing practices/skills, service on decision-making committees, family rooms at each school as center for parent involvement activities; licensed teacher and educational assistant; supervision and technical assistance. *New York State Pre-kindergarten Program: New York City Public Schools*

Survey results indicate that almost all of the teachers and principals think teachers need more alternative instructional materials and teaching strategies for students who are at-risk of having unsuccessful learning experiences. Most of the teachers and principals perceive that the K-3 instructional program is effective in meeting the needs of students who require developmental strategies. The survey results show an obvious disagreement between teachers and principals over the appropriateness and the adequacy and of the K-3 curriculum, instructional materials, and strategies for students in need of developmental strategies. Most of principals reported that they are adequate but only a majority of the teachers agreed with them. The survey results also show an obvious disagreement between teachers and principals over the adequacy and appropriateness of instructional materials for students in need of enrichment strategies.

Survey results and informal interviews with school staff indicate that the Unified Curriculum is an improvement over past practices, particularly as it applies to transfer of students from one school to another within the district. SADI received mixed reviews with some staff viewing the program and materials as adequate, some viewing it as exemplary, and others viewing it as too restrictive for kindergarten students. School level staff appear to be well informed about PREP strategies and materials. However, there is some confusion among school level staff on what PREP materials and practices are optional versus required by the district and the state department.

Suggested Actions

We suggest the following actions:

- Assemble an action group at each elementary school that includes a majority of K-3 teachers and the principal, primary resource teacher, guidance counselor and parent representatives. Charge the action groups to:
  - review the research and performance results of this study
  - develop an action plan for the school that addresses overall effectiveness of the K-3 program, appropriateness of K-3 curriculum materials and the need for additional and improved instructional materials and instructional strategies
  - develop an articulation plan to assure that pre-kindergarten, migrant, Chapter 1 and exceptional student education programs complement the school action plan.
- After the school level action groups are organized and functioning, organize a district level action group with majority K-3 teacher representation to:
  - review the research and performance results of this study
  - recommend changes in school district policy, procedures and funding that are necessary to effectively implement school level action plans.

Recommendation #4

Terminate the use of Junior Kindergarten, K-1 Transitional, and other grade retention practices and develop alternative program structures for pre-K through grade 3.

Rationale

Research concerning programs such as Junior Kindergarten, K-1 Transitional, and other practices of grade retention documents the following findings.

- Students who are placed in programs such as Junior Kindergarten, K-1 Transitional, and who experience grade retention have lower achievement scores and greater problems of personal adjustment and self-concept. These students also have higher dropout rates from schools. Some research also documents greater later problems of delinquency and getting into trouble with the law.
- Similar students who are allowed to enter regular school grades who are promoted along with other students have higher achievement scores and fewer problems of adjustment. These students also have lower dropout rates.
- Evidence that even the youngest children can achieve academic success when allowed to enter school after careful screening of other capabilities.
- Evidence that even with accurate screening only a few students are appropriately retained.
- At best, delayed entry and non-promotion students will gain one month from an extra year of school.
- The extra year of school is costly as measured in dollars, teacher and student time, and negative effects for students.
- Other alternatives, including early intervention and specific strategies to enhance learning and prevent failure are less costly and more effective than delayed entry and non-promotion.

Professional organizations and researchers in the field of early childhood education have recommended more effective alternative structures and strategies including the following.

- More fluid organization of the schools with less segregation of "low-performers," with flexible proficiency standards, more cooperative arrangements between teachers of different grades.

- Individualized instruction, adaptive education, personalized teaching, mastery learning, and special help.
- Summer school (with differentiated learning objectives and learning activities), learning laboratories, guidance services.
- Parent involvement and education.
- Cross-age tutoring, peer tutoring, cooperative learning, mixed age groups, continuous progress, and ungraded structures.

Examples of effective alternative structures are cited throughout the "Review of Current Literature and Research." Examples of effective programs with individualized instruction were cited above with recommendation #3. The following additional examples illustrate other alternative structures.

- A program with nine grade 1-3 units, as well as other units through grade 8, for children who are at the 50th percentile or greater on standardized tests in reading and math who are "able to receive instruction and follow through independently with self-control," with an ethnic composition of "40 percent black, 20 percent Latin American, 40 percent other." *Public School Montessori Program: Dallas, TX.*
- A program which groups 5 and 6 year old children together in heterogeneous groups, serving a wide range of intellectual levels, including educationally handicapped children who are mainstreamed into the program. The length of the school day is six hours with additional tuition-based after school enrichment activities in a classroom of 52 children with two teachers and two aides. *Developmental/ Experiential K-1 Early Childhood Program: Chapel Hill.*
- A program which serves all kindergartners and a transition population between kindergarten and first grade with children ages 4-7, including "at-risk" and "high risk" children half day and extended day for kindergarten, and full day for the "transition" group. The program also includes small group instruction with the support of instructional aides in standard classrooms of approximately 25 children. *Exploring Excellence for Young Children: Pasco, Washington.*
- A self-sustaining program for children ages 6 weeks to 11 years including special education, individual diagnostic services, and day care for the purpose of providing enriching educational experiences with children initiated choices about how to spend their time from a variety of available activities and materials designed for developmentally appropriate experiences: *A Joint Venture Between Two Districts: Affton-Lindbergh Early Childhood Education Program, Sunset Hills, MD.*

- A program deliberately designed for continuous progress for children assigned to "primary" or "seven year sequential" classrooms. The primary program replaces K-3 with a non-graded structure of continuous progress and contains the descriptive categories of "early primary" and "later primary" areas of the primary programs. Children begin transition to the "seven year sequential" program when they exhibit a majority of the descriptors within each of the goal areas. The program is under review and should be fully implemented in the fall of 1991. *Enabling Learners, Year 2000: A Curriculum and Assessment Framework for the Future, British Columbia.*

- Nearly all of the examples of effective programs provided by ASCD include strong parent involvement and education components. These programs included a variety of activities for parents including:

    - Use of parents in giving lectures, as guest speakers, participation in training from videos and book-focused classes for parents, participation in support/information/discussion groups for parents, participation in family-school component for families under stress, and parent education including topic-based classes on self-esteem and child management and bilingual classes. *Early Childhood Education, Minneapolis, MN.*

    - Use of parents as information resources and volunteers for the classroom, help in making manipulatives for the children, chaperons on field trips, planning of school parties. *Developmental Placement: St. Charles Parish.*

    - Mandated parent participation in order for the child to be eligible to participate, parent viewing of educational videotapes along with children with immediate separate parent group discussion and instruction on at-home enrichment activities and how to improve their children's academic achievement and self-concept at home. *A Prekindergarten Instructional Television Program: The Brownsville Model.*

    - Parent attendance at education meetings on the school's philosophy, method, and curriculum. *Public School Montessori Program: Dallas, TX.*

    - Classes on parenting skills, child care for parents who are completing their education, resource and referral for social services. *Child Developmental Program: Pomona, CA.*

    - Required parent conferences, encouraged participation in self-selected activities, information provided regularly through monthly parent calendar, classroom visits, notes, and telephone calls. *Large Urban District: District of Columbia Model, Washington, D.C.*

- Parents provide suggestions on how to help their own children, work in the classroom, meet with other parents to discuss ways of helping all children achieve school success, and participate in parent orientation program. *Early Prevention of School Failure: A Nationally Validated Program.*

- Parent education about the program, and use of parent materials that explain the program and provide activities for home learning. *The Integrated Kindergarten Program: Fairfax County.*

- Attendance at seminars offered for parents during the spring of the kindergarten year, classroom visits, and participation in volunteer services. *Pre-1st Grade: Broward County.*

- An open door policy for parents to "visit, volunteer, provide snacks, be a story teller." Information provided to parents about the concepts and activities on which the children are working and encouragement for parents to share their resources with the program. Parent advisory committee organized by parents and teachers to enable parents to share in "policy making, discuss problems, and conduct special projects." *Integrating Special Needs Learners into Mainstream Classrooms: Westside Community Schools, Omaha, NE.*

- PTA functions "structured around individual classrooms rather than an entire school," such as "classroom orientations, "back-to-school" nights, and evenings where children share their accomplishments in art, music, and physical education. Use of parents as volunteers for "field trips, tutoring, field days, and other classroom activities." An "open-visitation policy is actively encouraged by the school principal." "Parents also help plan classroom enrichment activities." "Newsletters and memos keep parents informed about curriculum and classroom structure" along with informal contacts and "two regularly scheduled conferences with the classroom teacher each year," "one or two night conference sessions" to accommodate working parents" as well as the four report cards sent during the year. *Developmental/Experiential K-1 Early Childhood Program: Chapel Hill.*

- "Parents help plan the educational program for their children, help carry it out, and help evaluate its success." The program provides active recruitment of parents to serve in parent councils and as classroom volunteers, training sessions on characteristics of children and how the program supports the child's growth." "Parent discussion groups with community leaders and outside agency representatives are regularly scheduled." *State and Nationally Accredited Prekindergarten Program: Baltimore City Public Schools.*

- Active recruitment of parents to volunteer in the classroom. "Each school has a Home and School Association" *Academic Kindergarten: School District of Columbia, Philadelphia, PA.*

- Parent activities include "participation in the school and classroom activities; interaction with staff during home/school visits, attendance at workshops on child rearing practices/skills, service on decision-making committees," and a family room in each school that is a center for parent meetings and workshops. *New York State Prekindergarten Program: New York City Public Schools.*

  Note. "When parents become involved in the program, their children score better on measures of cognitive performance."

- Parents participate in a separate program on Parents as First Teachers "designed to reduce the stress of nurturing active children" and to provide parents with "information about skills and development appropriate to every stage of the child's early years." *A Joint Venture Between Two Districts: Affton-Lindbergh Early Childhood Education Program, Sunset Hills, MO 63127.*

Comments from parents concerning retention of their children indicated the following perceptions.

- some acquiescence to the retention decision even though the parent may have had reservations (comments expressed a range of mixed feelings, frustration, unsureness about the decision, and deference to the school as the "expert" even when disagreeing with the decision)

- some concerns about the impact on the child (comments expressed feelings that being with younger children would not help and that the child felt self-conscious about retention along with statements about mixed feelings or that retention was not needed or did not help; some parents expressed positive outcomes)

The concerns expressed by the parents were documented in the survey results with almost one fourth of the parents reporting that their children felt like a failure. Some parents also felt that they had failed as parents due to the retention (6%). Another related issue about retention was the survey finding that parents of retained children expressed a high level of school participation while teachers and principals indicated that the parents did not have a high level of participation.

The findings from survey and performance data indicate that the Junior Kindergarten, K-1 Transitional, and other K-3 program retention practices do not contribute to the success of program participants in later grades. When surveyed, only a majority of the teachers (64%) and just over half of the principals (54%) agreed that retention in the primary grades contributes to later school success for students with identified or potential learning problems. Analysis of the current performance for three groups of students included:

- current first grade students who had previously been enrolled in a Junior Kindergarten program versus current first graders who did not have the Junior Kindergarten experience
- current second grade students who had previously been enrolled in a K-1 Transitional program versus current second graders who did not have the K-1 Transitional program experience
- current third graders who had been retained one or more times versus current third graders who were never retained.

Results indicate that the performance of students who participated in Junior Kindergarten, K-1 Transitional, or who have been retained is below that of students who had not participated in these programs and practices. Performance data also indicated below grade level performance in reading/language for 52 percent of the students in grade 1 who participated in Junior Kindergarten, 33 percent of the students in grade 2 who participated in K-1 Transitional, and 45 percent of the students in grade 3 who have been retained at least one year. The percentage of these students performing below grade in mathematics is less than half of the three percentages reported above in reading/language arts.

Suggested Actions

Through group process activities similar to those listed for recommendation #3 accomplish the following outcomes:

- Educate administrators, parents, and teachers about the negative effects of current policy and positive benefits of the alternative structures
- Develop and implement a pre-kindergarten program (in progress)
- Design, develop, and implement:
    - a structured, sequenced hierarchy of skills from early to late primary years (build upon revision and expansion of SADI and the skills for grades K-3)
    - a description of the groupings and activities for learning in the primary program
    - a statement of goals and rationale or philosophy for the primary program
    - a statement of the students flexible movement and progression through the program's skills and activities
    - parent education about the program and materials
    - active recruitment of parents into learning activities
- Design, develop and implement a continuous progress program which includes all of the above elements and the following program characteristics:
    - cooperative learning
    - mixed age and mixed ability groups
    - cross age, peer, and parent tutoring
    - active parent participation as information resources and volunteers
    - a balance of teacher-directed and learner-selected activities
    - the types of learning activities described in earlier recommendations and in the "Review of Current Literature and Research."

Recommendation #5

Terminate Summer School as presently operated and develop alternative extended school year programs.

Rationale

The limited available research indicates that at-risk students benefit from summer school, but that redefining Summer School as an accelerated promotion program offers the academic benefits associated with the extended school year. Available research on the extended school year and extended school day in single or multi-track programs and with or without intersession programs documents the following benefits:

- equal or better student achievement compared to traditional schedules
- greater benefits for disadvantaged and migrant students including reduced retention losses across summer breaks
- fewer discipline problems, fewer absences, and better attitudes toward school
- benefits to teachers through more frequent vacations and opportunities to increase their salaries in the teaching field
- more opportunities for enrichment and remediation programs
- increased capacity to provide programs to enhance learning for at-risk students and an expanding student population in the same space with single or multi-track schedules
- benefits to parents who otherwise would have unstructured activities and/or child care for their children
- benefits to students who can accelerate their progress through expanded programs.

Some additional demands required to implement an extended school year and extended day program include deliberate activities to build support and planning by all school partners (administrators, principals, teachers, students and parents), detailed attention to scheduling, communication, teacher in-service, operating costs, recordkeeping, and the expectation of possibly, though not necessarily, lower achievement scores during the changeover year followed by increases in scores thereafter.

The rate of the steadily increasing student enrollment from a multi-cultural population with a 30% turnover of students from school to school places increasing pressure upon the school district to accommodate a greater variety of student needs within available space. Student/teacher ratios are increasing in some schools because of the lack of available classroom space and the available number of teachers. The extended school year can accommodate a greater variety and number of programs adapted to different student needs and allow a reduction in student/teacher ratios.

In survey results, a majority of teachers and principals did not perceive Summer School as an effective option for students with potential problems. Comments from teachers and principals also suggested that Summer School is ineffective for primary students in general.

Examples of effective extended year programs include the Oxnard School District K-8 program located between Los Angeles and Santa Barbara, California; the year-round programs in Buena Vista, Virginia and Sandy, Utah; the Los Angeles Unified School District; the Gilroy Unified School District. Although Pasco County, Florida began a year-round program which included many administrative changes, it did not sustain the program after the changeover year. The greatest opposition to extended school year program in Pasco County and other unsuccessful districts comes from parents. Marion County, Florida is experiencing considerable success with an extended school year program and Orange County, Florida is experimenting with year-round programs in selected schools. At least 12 other Florida school districts are considering year-round programs.

In Palm Beach, survey data indicate that teachers and principals question the value of Summer School in preparing students for successful performance in the next academic year. The performance data on third graders who had been retained at least once indicated that these students frequently participate in Summer School. Yet 44 percent of these students still were performing below grade level in reading/language arts and 19 percent perform below grade level in mathematics. Performance data also indicate that participants in Junior Kindergarten and K-1 Transitional classes attend Summer School more frequently than other students. These students still perform below grade level. (No additional data on performance of students who participate in Summer School were available for review.)

Suggested Actions

We suggest the following actions:

- Develop a district-wide planning strategy for an extended school year or year-round education that includes broad based involvement of parents, students, teachers, principals, key community leaders, and community agencies from the beginning.
- Set a reasonable time schedule for planning and implementation (2-3 years).
- Draw upon the experience of other school districts.

Recommendation #6

Clearly delineate the specific instructional role and responsibilities of the primary resource teacher as well as the principal, assistant principal, guidance counselor, area directors, and area mathematics and language arts specialists for K-3 programs.

Rationale

One of the major K-3 roles in the Palm Beach School District concerns the primary resource teacher (PRT). The survey findings in Palm Beach indicate some agreement along with significant differences in the perceptions of teachers and principals about the role and responsibilities of the PRT. Most teachers (80%) and principals (96%) agreed that all schools should have a PRT. Most teachers (76%) and principals (90%) also agreed that records and reports maintained by PRTs are essential in documenting and tracking student progress. The greatest differences in perceptions between principals and teachers occurred on the survey items on the role of the primary resource teacher. Principals' perceptions of the role and function of the PRTs were substantially higher than those of teachers.

A related role issue concerns administrative and guidance personnel. Only a majority of both teachers and principals agreed that the number of administrative and guidance personnel is sufficient to meet the needs of students with identified or potential learning problems or who require developmental or enrichment strategies.

District and school level interviews, observations, and comments also raised questions about the contributions of assistant principals, area directors, and area mathematics and language arts specialists to the K-3 programs.

One of the characteristics associated with effective primary programs as reported in research and by NAEYC is the assignment of district leadership and responsibility to shape district policy and support implementation. The related NAEYC characteristics associated with effective Primary Education Progress include: appropriate resources, staffing patterns, and coordination of the roles that interface with teachers' responsibilities.

The effective programs described by ASCD also address the roles of teachers, principals, supervisors, and others who contribute to the effective design and operation of programs.

Suggested Actions

We suggest the following actions:

- Organize a representative group of principals, assistant principals, guidance counselors, primary resource teachers, area administrators, area mathematics and language arts specialists and K-3 teachers, with K-3 teachers in the majority. Charge the group to:
    - Review all written documentation on the role and responsibilities of these positions as they relate to the K-3 program.
    - Recommend changes, if required, to job descriptions or other written documentation.
    - Prepare a written summary report of roles and responsibilities for the above positions as they relate to K-3 education and disseminate to all K-3 teachers.

Recommendation #7

Develop a program organizational structure and management plan placing responsibility for all school district programs serving pre-K through grade 3 students under one Department.

Rationale

The organizational and management relationship of the emerging pre-K programs to K-3 programs is not defined. While investigating the K-3 program, it was difficult to understand who the superintendent and board of education hold responsible for early childhood education in Palm Beach County. The district organizational chart in Exhibit 3-2 shows elementary principals reporting to the Area Assistant Superintendent who reports directly to the Superintendent. The Director of Elementary Education reports to Assistant Superintendent for Instruction who reports to the Associate Superintendent for Instruction who reports to the Deputy Superintendent. Pre-kindergarten and kindergarten through grade three students are served by the Director of Elementary Education, Director of Federal Programs, Director of Exceptional Student Education, Director of Vocational

Education and Area Administrators. Pre K-3 programs serving the same students are scattered all over the district offices. There is no head of Pre K-3 education anywhere.

The research on effective schools and school based management indicate that instructional management decisions should be made as close to the classroom as possible. Strong district leadership and support is also evident in effective schools.

Suggested Actions

We suggest the following actions to establish clear lines of decision-making authority and accountability from the Superintendent to the Pre K-3 classroom level.

- Reorganize the K-3 program to assure a direct line from the Superintendent to the Division of Instruction to the elementary schools.
- Ensure that the Division of Instruction is responsible for the design and coordination of curriculum provided for all students in pre-kindergarten through grade three including instruction received by students in exceptional student, Chapter I, migrant and vocational education programs.

APPENDIX A

Palm Beach County K-3 Evaluation
General Procedures for School Visits

APPENDIX A

PALM BEACH COUNTY K-3 EVALUATION
GENERAL PROCEDURES FOR SCHOOL VISITS

Check in at the office and make arrangement to conduct informal interviews and classroom visits. Make every effort to be as unobtrusive as possible. Work around the schedules of the school staff. Choose to skip an interview or desired class visit, if it appears to be problematic.

Staff to be Contacted at Each School: Principal, Assistance Principal, Guidance Counselor, Primary Resource Teacher, Teachers: K-3, Chapter I, Special Education

Introduction: Briefly explain the purpose of the evaluation and procedures. School visits are to help us have a good understanding of the K-3 program. Information collected during school visits will assist us in interpreting the written survey and quantitative data and will be used in forming recommendations. Our final report will list the schools visited but will not state specific findings about individual schools for classrooms.

Informal Interviews with Staff:

1. Ask staff to identify and describe any unique features of the k-3 program in their school.

2. Ask staff to describe strengths, weaknesses, and recommendations for improvement of the K-3 program. Probe regarding:

   ____ referral and identification for PREP

   ____ referral and identification for ESE

   ____ referral and identification for other alternative programs

   ____ instructional materials

   ____ ability to meet the needs of individual students through the current array of programs and services.

3. Ask staff to describe the role and impact of the Primary Resource Teacher.

4. Ask staff to describe the type of amount of involvement of parents of K-3 students.

Classroom Visits: Select several classrooms and make informal observations. Try to see Junior K and Transitional K-1, as well as grades K-3. Note the staffing ratios, use of instructional materials, activities, schedules and general atmosphere in each classroom.

Exit: Check back out through the office, thanking the Principal or designee and letting them know what you were able to accomplish.

Complete the Paperwork: Complete the School Visit Notes form:

PALM BEACH K-3 EVALUATION
SCHOOL VISIT NOTES

SCHOOL: ____________________ DATE: ______________

REVIEWER: ____________________ TIME IN: ______________

TIME OUT: ______________

CONTRACTS:

____ Principal: ____________________

____ Asst. Principal: ____________________

____ Primary Resource Teacher: ____________________

____ Guidance Counselor: ____________________

____ Teacher: Type and Name

____

____

____

____

Briefly describe your impressions of the K-3 program as observed and reported by staff in this school. Include strengths, weaknesses, and unanswered questions needing additional follow-up.

APPENDIX B

Letters to Elementary Principals, Principals, and Teachers, Primary Resource Teachers and Parents

Note: Data collected from the survey letter are presented earlier in this report

Results of Survey of 68 Elementary School Principals
in Palm Beach County

Results of Survey of 1,570 K-3 Teachers in Palm Beach County

Results of Survey of Primary Resource Teachers in Palm Beach County

Survey of Parents of Children Who Repeated a Grade in Kindergarten
Through Third Grade in Palm Beach County

APPENDIX B

MGT of America, Inc.

P.O. Box 38430 • 2425 Torreya Dr. • Tallahassee, FL 32315 • (904) 386-3191 • FAX (904) 385-4501

March 30, 1990

Dear Elementary Principal:

We are conducting an evaluation of the K-3 program for the School Board of Palm Beach County. As a part of the evaluation, we are conducting two surveys:

- "K-3 Survey of Principals and Teachers in Palm Beach County"
- "Survey of Primary Resource Teachers in Palm Beach County"

To assist in this effort, we are providing you with copies of the surveys to distribute at your school. The enclosed surveys also have postage-paid envelopes attached to assist in their return.

We have estimated the number of copies required for each set of surveys from data provided by the School Board and expect the number of copies to match your needs. However, if you find that the number of copies falls short of your actual number of positions, please feel free to duplicate and distribute extra copies.

Your assistance in distributing and completing these forms is extremely important as all completed surveys must be returned to our office in Tallahassee no later than Friday, April 6, 1990.

Thank you for your cooperation.

Sincerely,

Garfield Wilson
Project Director

668/elemepri.ltr

MGT of America, Inc.

P.O. Box 38430 • 2425 Torreya Dr. • Tallahassee, FL 32315 • (904) 386-3191 • FAX (904) 385-4501

March 30, 1990

Dear Principals and Teachers:

The School Board of Palm Beach County has contracted with MGT of America, Inc., to conduct an evaluation of the K-3 program. The information collected will be used by the School Board in planning for K-3 education. As part of the evaluation we are surveying all K-3 principals and classroom teachers. This survey form is to be completed by the principal and all teachers in the school.

All of your answers to the questions are extremely important. All of your answers will remain confidential. Only aggregated group responses will be reported.

Please begin by answering the questions below. Your answers will help us to report results.

1. Please identify your K-3 teaching assignment:

   Grade level(s): ________

   (Note: Only teachers answer this item)

2. What is your position in the school system?

   ____

3. How many years of experience do you have as a:

   K-3 school principal? ____ Years
   K-3 school teacher? ____ Years
   (Note: Principals, please answer both)

4. What is your sex?

   ____ Female
   ____ Male

5. What is your racial/ethnic category?

   ____ White (non-Hispanic)
   ____ Black (non-Hispanic)
   ____ Hispanic
   ____ Asian/Pacific Islander
   ____ American Indian

Next, please complete the survey that begins on the back of this page and return it in the attached postage-paid envelope no later than April 6, 1990.

Thank you for your cooperation. We look forward to receiving your completed survey as soon as possible.

Sincerely,

Garfield Wilson
Project Director

Enclosure

PLEASE TURN TO THE BACK OF THE PAGE AND START THE SURVEY.

668/printeac.ltr

MGT of America, Inc.

P.O. Box 38430 • 2425 Torreya Dr. • Tallahassee, FL 32315 • (904) 386-3191 • FAX (904) 385-4501

March 30, 1990

Dear Primary Resource Teacher:

The School Board of Palm Beach County has contracted with MGT of America, Inc., to conduct an evaluation of the K-3 program. The information collected will be used by the School Board in planning K-3 education. As part of the evaluation, we are surveying all Primary Resource Teachers. Your participation in this survey is very important.

In addition to the survey, your answers to the following questions are extremely important. They will aid us in analyzing responses to the survey. All of your individual answers to these questions and to the survey questions on the back of this page, will remain confidential. Only group responses will be reported.

1. How many years of experience do you have as a Primary Resource Teacher?

   ____ Years

2. What is(are) the position(s) of the person(s) who supervise(s) you?

   ____
   ____
   ____

3. What is(are) the position(s) of the person(s) who provide(s) you with inservice?

   ____
   ____
   ____

4. What is your sex?

   ____ Female
   ____ Male

5. What is your racial/ethnic category?

   ____ White (non-Hispanic)
   ____ Black (non-Hispanic)
   ____ Hispanic
   ____ Asian/Pacific Islander
   ____ American Indian

Next, please complete the survey items on the back of this page. Please return this survey in the attached postage-paid envelope no later than April 6, 1990. We look forward to receiving your completed survey as soon as possible.

Thank you for your cooperation.

Sincerely,

Garfield Wilson
Project Director

PLEASE TURN TO THE BACK OF THE PAGE

MGT of America, Inc.

P.O. Box 38430 • 2425 Torreya Dr. • Tallahassee, FL 32315 • (904) 386-3191 • FAX (904) 385-4501

March 30, 1990

Dear Parent:

MGT of America, Inc. is working for the School Board of Palm Beach County to ask questions of parents whose children had to repeat kindergarten, first, second, or third grade. Your answers are very important and we hope you will answer them right away. The information will be used by the School Board in planning K-3 education. All of your answers will be confidential.

First, please answer the questions below. Your answers will help us to report results.

Directions: Please write your answers to Questions 1 and 2.

1. What is the name of the school your child attends?

____

2. How old is your child now?

____ Years old

Directions: Please check (✓) your answers to Questions 3 through 9.

3. Did your child attend Junior Kindergarten?

____ Yes
____ No

4. Did your child attend K-1 Transitional?

____ Yes
____ No

5. When did your child go to summer school?

____ Never
____ After Kindergarten
____ After 1st grade
____ After 2nd grade
____ After 3rd grade

6. What grade(s) did your child repeat?

____ Kindergarten
____ 1st grade
____ 2nd grade
____ 3rd grade

7. What is your child's sex?

____ Female
____ Male

8. What is your child's racial/ethnic category?

____ White (non-Hispanic)
____ Black (non-Hispanic)
____ Hispanic
____ Asian/Pacific Islander
____ American Indian

9. Who is answering these questions?

____ Mother
____ Father
____ Both Mother and Father
____ Other: ____________________
(Note: Please write your relationship if you are not mother or father to the child)

Next, please answer the rest of the questions on the back of this page. Thank you for your help.

Sincerely,

Garfield Wilson
Project Director

PLEASE TURN TO THE BACK OF THE PAGE

RESULTS OF SURVEY OF 68 ELEMENTARY SCHOOL PRINCIPALS IN PALM BEACH COUNTY

	% Responding					No. of Respondents
Statements	SA	A	N	D	SD	
1. a. **The K-3 instructional program is effective in meeting the needs of students in need of developmental strategies.**	46	48	0	5	2	59
b. The instruction provided in K-3 leads to the attainment of prescribed goals and objectives for these students.	39	54	3	2	2	59
c. Goals and objectives prescribed in the K-3 curriculum are appropriate for the needs of these students.	43	48	2	7	0	58
d. Curriculum materials in K-3 are appropriate for the needs of these students.	32	59	3	5	0	59
e. Class sizes are reasonable for these students.	5	48	2	30	15	59
f. Teachers have adequate instructional materials for the unified curriculum for these students.	34	54	2	10	0	59
g. The number of administrative personnel is sufficient to meet the needs of these students and their teachers.	19	49	0	22	10	59
h. The number of guidance personnel is sufficient to meet the needs of these students and their teachers.	7	25	5	41	22	59
2. a. **The K-3 instructional program is effective in meeting the needs of students with identified or potential learning problems.**	9	49	5	35	2	57
b. The instruction provided in K-3 leads to the attainment of prescribed goals and objectives for these students.	10	53	7	28	2	57
c. Goals and objectives prescribed in the K-3 curriculum are appropriate for the needs of these students.	14	54	5	25	2	56
d. Curriculum materials in K-3 are appropriate for the needs of these students.	12	40	0	43	5	58
e. Class sizes are reasonable for these students.	5	24	2	40	29	58
f. Teachers have adequate instructional materials for the unified curriculum for these students.	9	55	0	32	4	56
g. Junior kindergarten prepares these students to successfully perform in kindergarten.	26	34	34	3	3	35
h. K-1 Transitional prepares these students to successfully perform in first grade.	22	50	18	8	2	50
i. Retention in primary grades contributes to later success of these students.	7	47	14	18	13	55
j. Summer school prepares these students for successful performance in the next academic year.	10	23	16	35	16	57
k. Chapter 1, Basic Skills prepares these students for successful performance in later grades.	20	47	16	6	10	49
l. Data on the use of PREP strategies improves decision-making for referral of these students to other special programs.	40	50	5	3	2	58
m. The number of administrative personnel is sufficient to meet the needs of these students and their teachers.	12	47	2	26	14	58
n. The number of guidance personnel is sufficient to meet the needs of these students and their teachers.	7	24	5	38	26	58

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RESULTS OF SURVEY OF 68 ELEMENTARY SCHOOL PRINCIPALS IN PALM BEACH COUNTY

	% Responding					
Statements	SA	A	N	D	SD	No. of Respondents
3. a. **The K-3 instructional program is effective in meeting the needs of students who require enrichment.**	23	67	2	5	4	57
b. The instruction provided in K-3 leads to the attainment of prescribed goals and objectives for these students.	21	71	2	5	2	58
c. Goals and objectives prescribed in the K-3 curriculum are appropriate for the needs of these students.	24	64	5	5	2	58
d. Curriculum materials in K-3 are appropriate for the needs of these students.	17	59	3	17	3	58
e. Class sizes are reasonable for these students.	9	69	2	16	5	58
f. Teachers have adequate instructional materials for the unified curriculum for these students.	17	53	0	26	3	58
g. Data on the use of PREP strategies improves decision-making for referral of these students to other special programs.	31	55	7	5	2	58
h. The number of administrative personnel is sufficient to meet the needs of these students and their teachers.	17	57	0	17	9	58
i. The number of guidance personnel is sufficient to meet the needs of these students and their teachers.	9	47	0	31	14	58
4. a. **PREP assists in the identification of students who require developmental strategies.**	43	54	2	2	0	56
b. The Teacher Observation Checklist assists in the accurate identification of students who require developmental strategies.	27	64	5	3	0	59
c. Screening components and processes for students in need of developmental strategies require reasonable amounts of staff time.	29	55	3	12	0	58
5. a. **PREP assists in the identification of students with potential learning problems.**	51	46	4	0	0	57
b. The Teacher Observation Checklist assists in the accurate identification of students with potential learning problems.	25	66	5	3	0	59
c. PREP screening and assessment accurately identifies students in need of preventive strategies.	29	64	3	3	0	59
d. Screening components and processes for students with potential learning problems require reasonable amounts of staff time.	28	41	3	24	3	58
6. a. **PREP assists in the identification of students who require enrichment.**	28	62	3	5	2	58
b. The Teacher Observation Checklist assists in the accurate identification of students who require enrichment.	19	66	8	5	2	59
c. PREP screening and assessment accurately identifies students in need of enrichment strategies.	15	73	5	7	0	59
d. Screening components and processes for students in need of enrichment require reasonable amounts of staff time.	19	66	2	10	3	58

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B-3

RESULTS OF SURVEY OF 68 ELEMENTARY SCHOOL PRINCIPALS IN PALM BEACH COUNTY

		------- % Responding -------					No. of Respondents
	Statements	SA	A	N	D	SD	
7. a.	**The Primary Resource Teacher (PRT) contributes to instructional program quality.**	71	26	0	3	0	58
b.	The PRT's activities contribute to improved student performance.	59	32	7	2	0	59
c.	The PRT's assessment of students is necessary for complete identification of learning problems.	72	24	3	0	0	58
d.	The PRT provides valuable assistance to classroom teachers.	68	29	3	0	0	59
e.	The PRT provides effective inservice for K-3 teachers.	59	36	3	2	0	59
f.	The PRT's activities contribute to improved teaching strategies.	58	36	5	2	0	59
g.	Most PRT time is spent assisting students and teachers.	64	30	3	2	0	59
h.	The PRT enhances parent involvement in K-3 education.	59	32	5	3	0	59
i.	Records and reports maintained by PRTs are essential in documenting and tracking student progress.	58	32	7	3	0	59
j.	All schools should have a full-time PRT.	86	10	3	0	0	59
8. a.	**The presently available materials and strategies are appropriate for students in need of developmental strategies.**	17	69	7	7	0	58
b.	Teachers need more instructional materials for students in need of developmental strategies.	8	34	14	39	5	59
c.	Students in need of developmental strategies require improved materials.	8	37	19	32	3	59
d.	Teachers need more teaching strategies for students in need of developmental strategies.	12	51	10	24	3	59
e.	Students in need of developmental strategies require improved teaching strategies.	14	49	8	27	2	59
f.	Prescribed strategies and activities for students in need of developmental strategies are adequate to meet their needs.	10	66	8	15	0	59
g.	Prescribed instructional strategies for students in need of developmental strategies are being used adequately to meet their needs.	15	63	5	17	0	59
9. a.	**Teachers need alternative materials and teaching strategies for students who are at-risk of having unsuccessful learning experiences.**	68	30	2	0	0	57
b.	At-risk students require alternative instructional materials.	67	30	2	2	0	57
c.	Teachers need more alternative instructional materials for at-risk students.	62	33	3	2	0	58
d.	At-risk students require improved materials.	56	30	7	7	0	57
e.	At-risk students require alternative teaching strategies.	67	31	2	0	0	58
f.	Teachers need more alternative teaching strategies for at-risk students.	67	29	2	2	0	58
g.	At-risk students require improved teaching strategies.	60	31	5	3	0	58
h.	Prescribed strategies and activities for at-risk students are adequate to meet their needs.	10	24	12	45	9	58
i.	Prescribed instructional strategies for at-risk students are being used adequately to meet their needs.	7	28	16	47	3	58

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RESULTS OF SURVEY OF 68 ELEMENTARY SCHOOL PRINCIPALS IN PALM BEACH COUNTY

Statements	-------	% Responding	-------			
	SA	A	N	D	SD	No. of Respondents
10. a. **Teachers need alternative materials and strategies for students in need of enrichment.**	27	55	4	12	2	56
b. Students in need of enrichment require alternative instructional materials.	24	59	9	7	2	58
c. Teachers need more alternative instructional materials for students in need of enrichment.	26	47	7	18	2	57
d. Students in need of enrichment require improved materials.	23	40	18	18	2	57
e. Students in need of enrichment require alternative teaching strategies.	26	53	2	12	2	57
f. Teachers need more alternative teacher strategies for students in need of enrichment	26	54	5	12	2	57
g. Students in need of enrichment require improved teaching strategies.	24	56	6	13	2	55
h. Prescribed strategies and activities for students in need of enrichment are adequate to meet their needs.	9	42	7	35	7	57
i. Prescribed instructional strategies for students in need of enrichment are being used adequately to meet their needs.	7	39	9	40	5	57
11. a. **Parents have a positive attitude toward retention of students in grades K-3.**	2	18	24	47	9	55
b. Parents expect their children to have more success later in school as a result of retention in an early grade.	19	59	5	10	7	58
c. Parents fear that a retained child will be labeled as a failure.	21	65	5	5	4	57
d. Parents of retained students have a high level of participation with the school.	2	10	17	50	21	58
e. Retention in a grade frequently is due to a child's absences from school.	2	22	10	55	10	58
f. Retention in a grade frequently is due to movement of the family.	9	33	19	34	5	58

668/percent.sur

RESULTS OF SURVEY OF 1,570 K-3 TEACHERS IN PALM BEACH COUNTY

		------- % Responding -------					No. of Respondents
	Statements	SA	A	N	D	SD	
1. a.	**The K-3 instructional program is effective in meeting the needs of students in need of developmental strategies.**	27	62	4	6	2	834
b.	The instruction provided in K-3 leads to the attainment of prescribed goals and objectives for these students.	28	63	5	4	0	843
c.	Goals and objectives prescribed in the K-3 curriculum are appropriate for the needs of these students.	22	61	6	9	2	845
d.	Curriculum materials in K-3 are appropriate for the needs of these students.	17	56	9	15	3	847
e.	Class sizes are reasonable for these students.	4	25	8	32	30	842
f.	Teachers have adequate instructional materials for the unified curriculum for these students.	14	52	7	23	5	841
g.	The number of administrative personnel is sufficient to meet the needs of these students and their teachers.	20	57	8	11	3	841
h.	The number of guidance personnel is sufficient to meet the needs of these students and their teachers.	6	27	9	37	22	842
2. a.	**The K-3 instructional program is effective in meeting the needs of students with identified or potential learning problems.**	8	42	12	30	8	794
b.	The instruction provided in K-3 leads to the attainment of prescribed goals and objectives for these students.	9	48	14	26	4	826
c.	Goals and objectives prescribed in the K-3 curriculum are appropriate for the needs of these students.	7	43	14	31	5	826
d.	Curriculum materials in K-3 are appropriate for the needs of these students.	7	39	13	35	7	820
e.	Class sizes are reasonable for these students.	2	19	9	37	33	833
f.	Teachers have adequate instructional materials for the unified curriculum for these students.	7	34	13	35	11	807
g.	Junior kindergarten prepares these students to successfully perform in kindergarten.	15	42	35	6	2	589
h.	K-1 Transitional prepares these students to successfully perform in first grade.	25	47	21	4	2	678
i.	Retention in primary grades contributes to later success of these students.	20	44	23	11	2	773
j.	Summer school prepares these students for successful performance in the next academic year.	7	37	24	23	8	799
k.	Chapter 1, Basic Skills prepares these students for successful performance in later grades.	16	51	21	8	4	706
l.	Data on the use of PREP strategies improves decision-making for referral of these students to other special programs.	15	54	16	10	5	813
m.	The number of administrative personnel is sufficient to meet the needs of these students and their teachers.	11	53	12	18	6	831
n.	The number of guidance personnel is sufficient to meet the needs of these students and their teachers.	5	24	10	38	23	831

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RESULTS OF SURVEY OF 1,570 K-3 TEACHERS IN PALM BEACH COUNTY

Statements	% Responding					No. of Respondents
	SA	A	N	D	SD	
3. a. **The K-3 instructional program is effective in meeting the needs of students who require enrichment.**	12	57	9	17	4	766
b. The instruction provided in K-3 leads to the attainment of prescribed goals and objectives for these students.	12	63	9	12	3	806
c. Goals and objectives prescribed in the K-3 curriculum are appropriate for the needs of these students.	11	61	10	14	3	806
d. Curriculum materials in K-3 are appropriate for the needs of these students.	10	51	11	23	5	797
e. Class sizes are reasonable for these students.	7	37	13	26	17	788
f. Teachers have adequate instructional materials for the unified curriculum for these students.	8	40	14	29	8	778
g. Data on the use of PREP strategies improves decision-making for referral of these students to other special programs.	15	56	14	10	4	780
h. The number of administrative personnel is sufficient to meet the needs of these students and their teachers.	14	61	11	11	4	796
i. The number of guidance personnel is sufficient to meet the needs of these students and their teachers.	9	40	11	26	15	797
4. a. **PREP assists in the identification of students who require developmental strategies.**	21	53	11	9	6	798
b. The Teacher Observation Checklist assists in the accurate identification of students who require developmental strategies.	15	50	13	15	8	835
c. Screening components and processes for students in need of developmental strategies require reasonable amounts of staff time.	15	50	8	16	11	828
5. a. **PREP assists in the identification of students with potential learning problems.**	23	53	9	9	6	794
b. The Teacher Observation Checklist assists in the accurate identification of students with potential learning problems.	14	54	12	13	6	827
c. PREP screening and assessment accurately identifies students in need of preventive strategies.	18	52	12	13	6	824
d. Screening components and processes for students with potential learning problems require reasonable amounts of staff time.	16	44	6	20	14	826
6. a. **PREP assists in the identification of students who require enrichment.**	18	54	12	11	5	790
b. The Teacher Observation Checklist assists in the accurate identification of students who require enrichment.	14	52	15	14	5	815
c. PREP screening and assessment accurately identifies students in need of enrichment strategies.	15	52	15	14	5	802
d. Screening components and processes for students in need of enrichment require reasonable amounts of staff time.	15	49	12	17	8	799

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RESULTS OF SURVEY OF 1,570 K-3 TEACHERS IN PALM BEACH COUNTY

		------- % Responding -------					No. of Respondents
	Statements	SA	A	N	D	SD	
7. a.	**The Primary Resource Teacher (PRT) contributes to instructional program quality.**	34	37	8	11	9	808
b.	The PRT's activities contribute to improved student performance.	26	38	13	14	8	824
c.	The PRT's assessment of students is necessary for complete identification of learning problems.	33	42	9	10	7	836
d.	The PRT provides valuable assistance to classroom teachers.	35	34	10	12	9	839
e.	The PRT provides effective inservice for K-3 teachers.	28	35	14	14	10	834
f.	The PRT's activities contribute to improved teaching strategies.	29	37	12	14	8	839
g.	Most PRT time is spent assisting students and teachers.	24	27	14	18	17	826
h.	The PRT enhances parent involvement in K-3 education.	22	33	20	15	10	797
i.	Records and reports maintained by PRTs are essential in documenting and tracking student progress.	36	40	9	8	8	823
j.	All schools should have a full-time PRT.	53	27	9	5	6	818
8. a.	**The presently available materials and strategies are appropriate for students in need of developmental strategies.**	13	60	10	13	4	800
b.	Teachers need more instructional materials for students in need of developmental strategies.	20	44	12	23	2	836
c.	Students in need of developmental strategies require improved materials.	20	42	16	20	1	832
d.	Teachers need more teaching strategies for students in need of developmental strategies.	14	41	16	26	2	830
e.	Students in need of developmental strategies require improved teaching strategies.	11	41	18	28	2	833
f.	Prescribed strategies and activities for students in need of developmental strategies are adequate to meet their needs.	7	58	17	16	2	833
g.	Prescribed instructional strategies for students in need of developmental strategies are being used adequately to meet their needs.	10	65	15	9	2	824
9. a.	**Teachers need alternative materials and teaching strategies for students who are at-risk of having unsuccessful learning experiences.**	55	41	2	2	0	800
b.	At-risk students require alternative instructional materials.	52	45	2	1	0	818
c.	Teachers need more alternative instructional materials for at-risk students.	53	41	3	3	0	812
d.	At-risk students require improved materials.	48	42	6	4		810
e.	At-risk students require alternative teaching strategies.	53	42	3	1	0	812
f.	Teachers need more alternative teaching strategies for at-risk students.	50	43	4	3	0	816
g.	At-risk students require improved teaching strategies.	44	42	9	6	0	807
h.	Prescribed strategies and activities for at-risk students are adequate to meet their needs.	8	22	19	41	11	784
i.	Prescribed instructional strategies for at-risk students are being used adequately to meet their needs.	7	29	26	30	8	777

RESULTS OF SURVEY OF 1,570 K-3 TEACHERS IN PALM BEACH COUNTY

Statements	% Responding					No. of Respondents
	SA	A	N	D	SD	
10. a. **Teachers need alternative materials and strategies for students in need of enrichment.**	31	52	8	8	1	770
b. Students in need of enrichment require alternative instructional materials.	30	57	6	6	0	792
c. Teachers need more alternative instructional materials for students in need of enrichment.	30	53	7	9	1	788
d. Students in need of enrichment require improved materials.	28	51	10	10	1	782
e. Students in need of enrichment require alternative teaching strategies.	26	54	11	8	1	782
f. Teachers need more alternative teacher strategies for students in need of enrichment	24	52	11	12	1	778
g. Students in need of enrichment require improved teaching strategies.	22	47	16	14	1	775
h. Prescribed strategies and activities for students in need of enrichment are adequate to meet their needs.	8	36	23	30	4	765
i. Prescribed instructional strategies for students in need of enrichment are being used adequately to meet their needs.	7	42	24	23	3	747
11. a. **Parents have a positive attitude toward retention of students in grades K-3.**	4	18	25	36	17	780
b. Parents expect their children to have more success later in school as a result of retention in an early grade.	15	56	14	11	4	791
c. Parents fear that a retained child will be labeled as a failure.	27	50	12	10	1	801
d. Parents of retained students have a high level of participation with the school.	2	7	28	42	22	762
e. Retention in a grade frequently is due to a child's absences from school.	3	19	25	42	11	795
f. Retention in a grade frequently is due to movement of the family.	6	29	28	30	7	791

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Results of Survey of Primary Resource Teachers in Palm Beach County
(66 of 73 PRTs Responded)

Part A: DIRECTIONS: Please indicate whether you strongly agree (SA), agree (A), neither agree nor disagree (N), disagree (D), or trongly disagree (SD) with each statement. Please circle the appropriate response (SA,A,N,D,SD) located to the right of each item.

	Statements	% Responding					Scale Score*
		SA	A	N	D	SD	
1.	I provide demonstration teaching, prepare materials, and perform related activities to assist classroom teachers, as an integral part of my role as a PRT.	58	39	3	0	0	78
2.	I coordinate inservice activities provided by Area Specialists and other District personnel for K-3 teachers as an integral part of my role as a PRT.	34	58	3	5	0	61
3.	I provide inservice activities for K-3 teachers as an integral part of my role as a PRT.	50	39	9	2	0	69
4.	I have adequate time to complete all of my assigned activities.	5	17	9	40	29	-36
5.	I frequently make contacts with parents to provide suggestions and activities about what parents can do to educate their children and to actively involve parents with the school and their children's education.	58	36	4	2	0	75
6.	Teachers expect my activities as a PRT to contribute to instructional program quality.	70	24	4	2	0	81
7.	Principals expect my activities as a PRT to contribute to instructional program quality.	74	23	3	0	0	86
8.	Assessment of students to identify their instructional needs is an integral part of my work.	82	18	0	0	0	91
9.	Improvement of student performance is my most important goal as a PRT.	76	21	2	2	0	86
10.	Suggestions of activities and instructional strategies to meet individual student needs is an integral part of my role.	88	12	0	0	0	94
11.	Maintenance of records and reports to document and track student progress requires a significant amount of my time.	74	24	2	0	0	86

See page ___ for explanation of Scale Scores.

Results of Survey of Primary Resource Teachers in Palm Beach County
(66 of 73 PRTs Responded)

Part B: DIRECTIONS: Please estimate the amount of time you spend on each function as "most of the time" (5), "a lot of my time" (4), "some of my time" (3), "little of my time" (2), or "none of my time" (1). Please circle the appropriate response (5, 4, 3, 2, 1) located to the right of each function.

		% Responding					
	Functions	Most of My Time	A Lot of My Time	Some of My Time	Little of My Time	None of My Time	Means**
1.	Provision of screening/identification processes, evaluation, assignment of instructional strategies.	38	50	11	2	0	4.2
2.	Provision of assessment processes and instruments for assignment of instructional strategies.	30	53	14	3	0	4.1
3.	Provision of assistance to teachers by coordinating personnel who work with individual students.	4	27	47	12	9	3.1
4.	Provision of support services to teachers in implementing PREP.	18	47	33	2	0	3.8
5.	Provision of support services to students in implementing PREP.	21	38	30	6	4	3.7
6.	Provision of support services to parents in implementing PREP.	3	23	50	23	2	3.0
7.	Provision of support services to community agency personnel in implementing PREP.	3	4	35	41	17	2.4
8.	Development of individualized plans of instruction for students.	20	53	24	3	0	3.9
9.	Maintenance of required records and reports.	30	59	11	0	0	4.2
10.	Coordination of PREP staffing committee.	19	33	36	6	6	3.5
11.	Provision of parent involvement activities and education.	0	21	47	27	4	2.8
12.	Delivery of K-3 inservice activities for teachers, volunteers, parents, aides, administrators, others.	3	33	42	20	2	3.2
13.	Development of learning centers and other activities for use in the classroom.	6	38	50	3	3	3.4
14.	Participation in Child Study Team activities.	20	48	30	2	0	3.9

** Means were computed using a 5 point scale as defined in the Part B Directions.

668/primary.sco

Survey of Parents of Children Who Repeated A Grade In Kindergarten Through Third Grade in Palm Beach County

PART A. DIRECTIONS: **Please check (√) only one answer for the next four questions. You also can write other answers in the space marked "Other:" ____________.**

1. How did you feel about the need for your child to repeat a grade?

65% a. I agreed
17% b. I disagreed
5% c. I did not understand
13% d. Other: Numerious comments. No one comment made by several parents.

2. How do you feel now about the need for your child to repeat a grade?

46% a. I agree
34% b. I disagree
4% c. I still do not understand
17% d. Other: Numerous comments. No one comment made by several parents.

3. I have taken part in my child's schooling:

32% a. Nearly all the time
38% b. A lot of the time
23% c. Some of the time
7% d. Very little of the time
1% e. None of the time

4. My child's teachers tell me how to take part in my child's education:

25% a. Always
26% b. A lot of the time
28% c. Sometimes
16% d. Not often
6% e. Never

5. My child's teachers give me materials to use to help my child to learn.

12% a. Always
23% b. A lot of the time
18% c. Sometimes
13% d. Not often
33% e. Never

PART B. DIRECTIONS: **Please check (√) as many answers as you wish for each of the next four questions. You also can write other answers in the space marked "Other:"________________.**

1. I found out about my child's need to repeat a grade as follows:

44% a. I got a letter to invite me to a teacher conference about my child's progress.
25% b. I met with someone at school who talked to me about my child's needs.
29% c. I got a letter to tell me that my child should go to summer school.
18% d. My child's report card showed that summer school was recommended for my child.
16% e. I got a letter from the school principal telling me about my child's need to repeat a grade.
18% f. Other: The most frequently written response (6%) was: "Teacher called parent"

2. Because my child had to repeat a grade:

62% a. My child was better prepared to enter the next grade.
24% b. My child felt like a failure.
6% c. I felt my child had failed.
12% c. Other: The most frequently written response (3%) was that the student's learning disabilities were assessed better.

3. My child could have done better in school if:

6% a. My child did not have to repeat a grade.
4% b. My child had a longer school day.
6% c. My child had the same teacher for kindergarten through first grade.
41% d. My child had special classes and services such as Exceptional Student Education.
27% e. None of the above.
29% f. Other: The most frequently written response (9%) was: "..., if student had better teacher"

4. I take part in my child's education in the following ways:

49% a. Phone calls from teachers
76% b. Meetings with teachers
44% c. Visits to classrooms
26% d. PTA or PTO
18% e. Volunteer activities
25% f. Personal instruction from the teacher or a specialist
2% g. Training in a group with other parents
21% h. Other: Most frequent response (9%) was: "Help with homework."

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APPENDIX C

Letter to Elementary Principals

Survey

Comparisons of Current First Grade Students Who Participated in Junior Kindergarten with First Grade Students Who Did Not Have the Junior Kindergarten Experience

Comparisons of Current Second Grade Students Who Participated in the K-1 Transition Program with Second Grade Students Who Did Not Have the K-1 Transition Experience

Comparisons of Current Third Grade Students Who Have Been Retained at Least One Year with Third Grade Students Who Have Not Been Retained the Junior Kindergarten Experience

Comparison of the State Student Assessment Test Performance of Previously Retained Third Grade Students with Third Graders Who Have Never Been Retained

APPENDIX C

MGT of America, Inc.

P.O. Box 38430 • 2425 Torreya Dr. • Tallahassee, FL 32315 • (904) 386-3191 • FAX (904) 385-4501

March 26, 1990

Dear Elementary Principal:

We are conducting an assessment of the K-3 Program for the Palm Beach County School Board. To assist in this effort, school-level information about the performance of a sample of your students is needed. These students include: first grade students who have participated in a junior kindergarten program, second graders who participated in a K-1 transitional program, and third grade students who have been retained one or more times. Information is also needed on students who are similar to the target students (i.e., assigned to the same grade and teacher and who are of the same race and sex).

Enclosed are data collection forms to be completed for selected students in your school. You will need to make additional copies of the form. The number of additional copies needed depends on the number of first and second grade students who meet the criteria described below. Please use the following procedures to select target and comparison students for inclusion in the study, and complete a data collection form for each student.

1. Identify all first grade students who previously were enrolled in a Junior Kindergarten program in any Palm Beach County school. Complete a data collection form for each of these target students. Match each first grade target student with a **randomly selected** first grade student of the same race and sex and having the same teacher as the target student, but who was never in a Junior Kindergarten Program. Complete a data collection form for each comparison student.

2. Identify all second grade students who previously were enrolled in a K-1 Transitional Program in any Palm Beach County school. Complete a data collection form for each of these target students. Match each second grade target student with a **randomly selected** second grade student of the same race and sex and having the same teacher as the target student, but who was never in a K-1 Transitional Program. Complete a data collection form for each comparison student.

3. Complete a data collection form for each of the third grade students whose names are checked on the enclosed printout. These target students were randomly selected among students reported as being retained one or more times. Match each third grade target student with a **randomly selected** third grade student of the same race and sex and having the same teacher as the target student, but who was never retained. Complete a data collection form for each comparison student.

For any target student that you are unable to match a comparison student of the same race and sex and having the same teacher, please write "no match available" on the target student's data form.

Please return all completed forms to the Palm Beach County Department of Elementary Education, Suite 5005, no later than Thursday, April 5, 1990. Please return the computer printout listing of third grade students together with your data forms. Thank you for your cooperation.

Sincerely,

Garfield Wilson
Project Director

Check One: ____ ***Target*** ____ ***Comparison***

School: ______________________________ Teacher: ______________________________

Student Name: ______________________________ Student I.D. #: ______________________________

Sex: ____ Female
____ Male

Grade: ____ 1 ____ 2 ____ 3

Race: ____ White (non-Hispanic)
____ Black (non-Hispanic)
____ Hispanic
____ Asian/Pacific Islander
____ American Indian

Progression: (Check all that apply)

____ No prior retention or alternative program assignment
____ Participated in Junior Kindergarten
____ Participated in K-1 Transitional
____ Retained in regular Kindergarten
____ Retained in Grade 1
____ Retained in Grade 2
____ Retained in Grade 3

Summer School Participation:

After Kindergarten:	__ Yes	__ No	__ Don't Know
After Grade 1:	__ Yes	__ No	__ Don't Know
After Grade 2:	__ Yes	__ No	__ Don't Know
After Grade 3:	__ Yes	__ No	__ Don't Know

Current PREP Assignment:

Reading:
____ Developmental
____ Preventive
____ Enrichment

Math:
____ Developmental
____ Preventive
____ Enrichment

Other Program Assignments: ***(Please check all other program assignments for the student, both for the current year and previous years)***

Current Year:

____ Chapter I

Exceptional Student Education:

____ SLD part-time
____ Gifted
____ Other exceptionality

____ English/Second Language (ESOL)

Previous Years:

____ Chapter 1

Exceptional Student Education

____ SLD part-time
____ Gifted
____ Other exceptionality

____ English/Second Language (ESOL)

Student's Current Performance:

Please check one level per subject:	At Grade Level	Below Grade Level	Above Grade Level
Reading/Language Arts	____	____	____
Math	____	____	____

Pattern of mastery of skills: When this student is administered the skills test, he/she usually is able to master the objective: (Check only one)

____ First trial
____ Second trial
____ Third or more trial
____ No consistent pattern

Will the student be recommended for promotion this school year?

____ Yes
____ No
____ Undecided

668/survey

COMPARISONS OF CURRENT FIRST GRADE STUDENTS WHO PARTICIPATED IN JUNIOR KINDERGARTEN WITH FIRST GRADE STUDENTS WHO DID NOT HAVE THE JUNIOR KINDERGARTEN EXPERIENCE

	Junior Kindergarten **Participants** (Sample Size=133)	Junior Kindergarten **Non-Participants** (Sample Size=150)
Current Reading/Language Arts Performance Level:		
At grade level	44%	55%
Below grade level	52%	37%
Above grade level	2%	5%
Missing data	2%	3%
Current Mathematics Performance Level:		
At grade level	72%	83%
Below grade level	23%	11%
Above grade level	2%	1%
Missing data	4%	5%
Students typically pass Reading/Language Arts skills mastery test on:		
First trial	44%	55%
Second trial	52%	37%
Third or more trials	2%	5%
No consistent pattern	0%	0%
Missing data	2%	3%
Students typically pass Math skills mastery test on:		
First trial	72%	83%
Second trial	23%	11%
Third or more trials	2%	1%
No consistent pattern	0%	0%
Missing data	4%	5%
Students will be recommended for promotion this school year		
Yes	81%	85%
No	2%	4%
Undecided	13%	11%
Missing data	4%	1%
Current Reading PREP assignment of students:		
Developmental	39%	52%
Preventive	58%	45%
Enrichment	1%	1%
Missing data	2%	1%
Current Math PREP assignment of students:		
Developmental	52%	61%
Preventive	46%	37%
Enrichment	2%	1%
Missing data	2%	1%

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COMPARISONS OF CURRENT FIRST GRADE STUDENTS WHO PARTICIPATED IN JUNIOR KINDERGARTEN WITH FIRST GRADE STUDENTS WHO DID NOT HAVE THE JUNIOR KINDERGARTEN EXPERIENCE
(Continued)

	Junior Kindergarten Participants (Sample Size=133)	**Junior Kindergarten** Non-Participants (Sample Size=150)
Current program assignment		
Chapter 1	34%	31%
Exceptional Student Education:		
SLD part-time	8%	1%
Gifted	0%	1%
Other Exceptionality	20%	5%
English/Second Language (ESOL)	2%	1%
Prior years program assignment		
Chapter 1	3%	2%
Exceptional Student Education:		
SLD part-time	0%	0%
Gifted	0%	0%
Other Exceptionality	14%	3%
English/Second Language (ESOL)	3%	3%
Summer School Participation:		
After Kindergarten		
Yes	28%	20%
No	54%	64%
Don't Know	18%	16%
After Grade 1		
Yes	6%	4%
No	12%	20%
Don't Know	82%	76%
Progression to date:		
No prior retention or alternative program assignment	0%	78%
Participated in Junior Kindergarten	100%	0%
Participated in K-1 Transitional	8%	2%
Retained in regular Kindergarten	2%	10%
Retained after grade 1	2%	6%

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COMPARISONS OF CURRENT SECOND GRADE STUDENTS WHO PARTICIPATED IN THE K-1 TRANSITION PROGRAM WITH SECOND GRADE STUDENTS GRADE WHO DID NOT HAVE THE K-1 TRANSITION EXPERIENCE

	K-1 Transition Participants (Sample Size=176)	K-1 Transition Non-Participants (Sample Size=205)
Current Reading/Language Arts Performance Level:		
At grade level	54%	69%
Below grade level	33%	22%
Above grade level	11%	8%
Missing data	2%	1%
Current Mathematics Performance Level:		
At grade level	84%	89%
Below grade level	10%	7%
Above grade level	4%	3%
Missing data	2%	1%
Students typically pass Reading/Language Arts skills mastery test on:		
First trial	52%	58%
Second trial	28%	31%
Third or more trials	8%	5%
No consistent pattern	7%	3%
Missing data	4%	3%
Students typically pass Math skills mastery test on:		
First trial	52%	58%
Second trial	28%	31%
Third or more trials	8%	5%
No consistent pattern	7%	3%
Missing data	4%	3%
Students will be recommended for promotion this school year		
Yes	88%	87%
No	2%	2%
Undecided	7%	9%
Missing data	2%	2%
Current Reading PREP assignment of students:		
Developmental	52%	64%
Preventive	37%	27%
Enrichment	10%	7%
Missing data	2%	2%
Current Math PREP assignment of students:		
Developmental	75%	78%
Preventive	20%	18%
Enrichment	4%	3%
Missing data	1%	2%

COMPARISONS OF CURRENT SECOND GRADE STUDENTS WHO PARTICIPATED IN THE K-1 TRANSITION PROGRAM WITH SECOND GRADE STUDENTS GRADE WHO DID NOT HAVE THE K-1 TRANSITION EXPERIENCE (Continued)

	K-1 Transition **Participants** (Sample Size-176)	K-1 Transition **Non-Participants** (Sample Size-205)
Current program assignment		
Chapter 1	10%	11%
Exceptional Student Education:		
SLD part-time	14%	4%
Gifted	1%	2%
Other Exceptionality	9%	5%
English/Second Language (ESOL)	1%	0%
Prior years program assignment		
Chapter 1	8%	7%
Exceptional Student Education:		
SLD part-time	7%	2%
Gifted	1%	0%
Other Exceptionality	7%	5%
English/Second Language (ESOL)	4%	1%
Summer School Participation:		
After Kindergarten		
Yes	12%	8%
No	73%	73%
Don't Know	15%	20%
After Grade 1		
Yes	14%	13%
No	76%	75%
Don't Know	11%	12%
After Grade 2		
Yes	1%	0%
No	12%	15%
Don't Know	87%	84%
Progression to date:		
No prior retention or alternative program assignment	0%	81%
Participated in Junior Kindergarten	5%	0%
Participated in K-1 Transitional	100%	0%
Retained in regular Kindergarten	5%	4%
Retained in grade 1	0%	5%
Retained in grade 2	0%	1%

COMPARISONS OF CURRENT THIRD GRADE STUDENTS WHO HAVE BEEN RETAINED AT LEAST ONE YEAR WITH THIRD GRADE STUDENTS WHO HAVE NOT BEEN RETAINED

	Retained Students (Sample Size=361)	**Non-Retained Students** (Sample Size=303)
Current Reading/Language Arts Performance Level:		
At grade level	48%	71%
Below grade level	44%	15%
Above grade level	6%	11%
Missing data	2%	2%
Current Mathematics Performance Level:		
At grade level	79%	88%
Below grade level	19%	6%
Above grade level	0%	4%
Missing data	2%	2%
Students typically pass Reading/Language Arts skills mastery test on:		
First trial	27%	59%
Second trial	46%	30%
Third or more trials	13%	3%
No consistent pattern	9%	5%
Missing data	4%	2%
Students typically pass Math skills mastery test on:		
First trial	27%	59%
Second trial	46%	30%
Third or more trials	13%	3%
No consistent pattern	9%	5%
Missing data	4%	2%
Students will be recommended for promotion this school year		
Yes	80%	91%
No	2%	3%
Undecided	14%	4%
Missing data	4%	2%
Current Reading PREP assignment of students:		
Developmental	46%	69%
Preventive	48%	21%
Enrichment	2%	10%
Missing data	5%	0%
Current Math PREP assignment of students:		
Developmental	62%	76%
Preventive	34%	17%
Enrichment	1%	6%
Missing data	4%	1%

COMPARISONS OF CURRENT THIRD GRADE STUDENTS WHO HAVE BEEN RETAINED AT LEAST ONE YEAR WITH THIRD GRADE STUDENTS WHO HAVE NOT BEEN RETAINED

(Continued)

	Retained Students (Sample Size=133)	Non-Retained Students (Sample Size=150)
Current program assignment		
Chapter 1	13%	13%
Exceptional Student Education:		
SLD part-time	25%	2%
Gifted	0%	2%
Other Exceptionality	18%	6%
English/Second Language (ESOL)	2%	1%
Prior years program assignment		
Chapter 1	30%	12%
Exceptional Student Education:		
SLD part-time	22%	1%
Gifted	0%	2%
Other Exceptionality	19%	8%
English/Second Language (ESOL)	5%	3%
Summer School Participation:		
After Kindergarten		
Yes	15%	8%
No	56%	66%
Don't Know	28%	26%
After Grade 1		
Yes	33%	14%
No	46%	66%
Don't Know	21%	20%
After Grade 2		
Yes	26%	14%
No	55%	71%
Don't Know	20%	15%
After Grade 3		
Yes	5%	1%
No	23%	32%
Don't Know	72%	67%
Progression to date:		
No prior retention or alternative program assignment	0%	100%
Participated in Junior Kindergarten	0%	0%
Participated in K-1 Transitional	9%	0%
Retained in regular Kindergarten	37%	0%
Retained in grade 1	35%	0%
Retained in grade 2	13%	0%
Retained in grade 3	9%	0%

COMPARISON OF THE STATE STUDENT ASSESSMENT TEST PERFORMANCE OF PREVIOUSLY RETAINED THIRD GRADE STUDENTS WITH THIRD GRADERS WHO HAVE NEVER BEEN RETAINED

State Student Assessment Test (SSAT-I) Fall 1989 Results	Current 3rd Graders Who Were Retained at Least Once (Sample Size = 296)	Current 3rd Graders Who Were Never Retained (Sample Size = 275)
Communications Section *		
Average No. Items Achieved (N=63)	55.7	59.2
Average No. Skills Achieved (N=11)	9.6	10.3
Average No. Total Standards Achieved (N=8)	7.1	7.6
Average No. Reading Standards Achieved (N=4)	3.7	3.9
Average No. Writing Standards Achieved (N=4)	3.5	3.8
Mathematics Secton *		
Average No. Items Achieved (N=67)	60.9	62.4
Average No. Skills Achieved (N=14)	12.5	13
Average No. Total Standards Achieved (N=9)	8.3	8.5

* The differences between the means of the two groups are statistically significant ($p < .05$) for all pairs of means shown (i.e., the means of non-retained students are significantly higher than the means of previously retained students for all eight measures.)

APPENDIX D

APPROPRIATE EDUCATION IN THE PRIMARY GRADES

Note: Expanded descriptions of appropriate and inappropriate practices are provided in Bredekamp, Sue, Ed., Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8: Expanded Edition, NAEYC: Washington, D.C., 1986

Photos: Subjects & Predicates

Copyright © 1989 by the National Association for the Education of Young Children. Single copies of this brochure are 50¢ each; 100 copies are $10. Order NAEYC #578.

Other brochures on developmentally appropriate practice are also available from NAEYC—

Copies of "Developmentally Appropriate Practice in Early Childhood Programs Serving Infants" are 50¢ each; 100 copies are $10. Order NAEYC #547.

Copies of "Developmentally Appropriate Practice in Early Childhood Programs Serving Toddlers" are 50¢ each; 100 copies are $10. Order NAEYC #508.

Copies of "Good Teaching Practices for 4- and 5-Year-Olds" are 50¢ each; 100 copies are $10. Order NAEYC #522.

naeyc

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, DC 20009
202-232-8777 800-424-2460

A companion poster (NAEYC #778) for this brochure may be purchased from NAEYC for $4.

Appropriate Education in the Primary Grades

A Position Statement of the
National Association for the
Education of Young Children

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Appropriate Education in the Primary Grades

The National Association for the Education of Young Children (NAEYC), the nation's largest professional organization of early childhood educators, believes that one index of the quality of primary education is the extent to which the curriculum and instructional methods are developmentally appropriate for children 5 through 8 years of age.

Classrooms serving primary-age children are typically part of larger institutions and complex educational systems with many levels of administration and supervision. Classroom teachers may have little control over the curriculum or policies they implement. However, ensuring developmentally appropriate practice in primary education requires the efforts of the entire group of educators who are responsible for planning and implementing curriculum—teachers, curriculum supervisors, principals, and superintendents.

This position statement reflects the most current knowledge of teaching and learning as derived from theory, research, and practice. The purpose of this position statement is to describe both developmentally appropriate and inappropriate practices in the primary grades.

The primary grades hold the potential for starting children on a course of lifelong learning. Whether schools achieve this potential for children is largely dependent on the degree to which teachers adopt principles of developmentally appropriate practice.

While it is true that most elementary schools and classrooms exhibit some characteristics described here as inappropriate, many schools and classrooms incorporate elements of appropriate practice and some are models of what is deemed developmentally appropriate practice for primary-age children.

For a complete description of developmentally appropriate practice in the primary grades and a helpful bibliography of supporting research, order **Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8,** from NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009. (NAEYC #224, $5).

Integrated Components of Appropriate and Inappropriate Practice in the Primary Grades

COMPONENT
Curriculum goals

APPROPRIATE PRACTICE	INAPPROPRIATE PRACTICE
• Curriculum is designed to develop children's knowledge and skills in all developmental areas—physical, social, emotional, and intellectual—and to help children learn how to learn, to establish a foundation for lifelong learning.	• The curriculum is narrowly focused on the intellectual domain with intellectual development narrowly defined as acquisition of discrete, technical academic skills, without recognition that all areas of children's development are interrelated.
• Curriculum and instruction are designed to develop children's self-esteem, sense of competence, and positive feelings toward learning.	• Children's worth is measured by how well they conform to group expectations, such as their ability to read at grade level, and their performance on standardized tests.
• Each child is viewed as a unique person with an individual pattern and timing of growth. Curriculum and instruction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design curriculum. Children are allowed to move at their own pace in acquiring important skills including those of writing, reading, spelling, math, social studies, science, art, music, health, and physical activity. For example, it is accepted that not every child will learn how to read at age 6, most will learn to read by 7, and some will need intensive exposure to appropriate literacy experiences to learn to read by age 8 or 9.	• Children are evaluated against a standardized group norm. All are expected to achieve the same narrowly defined, easily measured academic skills by the same predetermined time schedule typically determined by chronological age and grade level expectations.

APPROPRIATE PRACTICE	INAPPROPRIATE PRACTICE
COMPONENT **Teaching strategies**	
• The curriculum is integrated so that children's learning in all traditional subject areas occurs primarily through projects and learning centers that teachers plan and that reflect children's interests and suggestions. Teachers guide children's involvement in projects and enrich the learning experience by extending children's ideas, responding to their questions, engaging them in conversation, and challenging their thinking.	• Curriculum is divided into separate subjects and time is carefully allotted for each, with primary emphasis given each day to reading and secondarily to math. Other subjects such as social studies, science, and health are covered if time permits. Art, music, and physical education are taught only once a week and only by teachers who are specialists in those areas.
• The curriculum is integrated so that learning occurs primarily through projects, learning centers, and playful activities that reflect current interests of children. For example, a social studies project such as building and operating a store, or a science project such as furnishing and caring for an aquarium, provides focused opportunities for children to plan, dictate, and/or write their plans (using invented and teacher-taught spelling), to draw and write about their activity, to discuss what they are doing, to read nonfiction books for needed information, to work cooperatively with other children, to learn facts in a meaningful context, and to enjoy learning. Skills are taught as needed to accomplish projects.	• Instructional strategies revolve around teacher-directed reading groups that take up most of every morning: lecturing to the whole group, total class discussion, and paper-and-pencil practice exercises or worksheets to be completed silently by children working individually at desks. Projects, learning centers, play, and outdoor time are seen as embellishments and are offered only if time permits, or as a reward for good behavior.

APPROPRIATE PRACTICE

COMPONENT

Teaching strategies (continued)

- Teachers use much of their planning time to prepare the environment so children can learn through active involvement with each other, with adults and older children serving as informal tutors, and with materials. Many learning centers are available for children to choose from. Many centers include opportunities for writing and reading: for example, a tempting library area for browsing through books, reading silently, or sharing a book with a friend; a listening station; and places to practice writing stories and play math or language games. Teachers encourage children to evaluate their own work and to determine where improvement is needed, and assist children in figuring out for themselves how to improve their work. Some work is corrected in small groups where children take turns giving feedback to one another and correcting their own papers. Errors are viewed as a natural and necessary part of learning. Teachers analyze children's errors and use the information obtained to plan curriculum and instruction.

- Individual children or small groups are expected to work and play cooperatively or alone in learning centers and on projects that they usually select themselves or are guided to by the teacher. Activity centers are changed frequently so children have new things to do. Teachers and children together select and develop projects. Frequent outings and visits from resource people are planned. Peer tutoring as well as learning from others through conversation while at work or play occurs daily.

INAPPROPRIATE PRACTICE

- Teachers use most of their planning time to prepare and correct worksheets and other seatwork. Little time is available to prepare enriching activities, such as those recommended in the teacher's edition of each textbook series. A few interest areas are available for children who finish their seatwork early, or children are assigned to a learning center to complete a prescribed sequence of teacher-directed activity within a controlled time period.

- During most worktimes, children are expected to work silently and alone on worksheets or other seatwork. Children rarely are permitted to help each other at worktime. Penalties for talking are imposed.

APPROPRIATE PRACTICE	INAPPROPRIATE PRACTICE
COMPONENT **Teaching strategies (continued)**	
• Learning materials and activities are concrete, real, and relevant to children's lives. Objects children can manipulate and experiment with such as blocks, cards, games, and scientific equipment are readily accessible. Tables are used for children to work alone or in small groups. A variety of work places and spaces is provided and flexibly used.	• Available materials are limited primarily to books, workbooks, and pencils. Children are assigned permanent desks, and desks are rarely moved. Children work in a large group most of the time, and no one can participate in a playful activity until all work is finished.
Integrated curriculum	
• The goals of the language and literacy program are for children to expand their ability to communicate verbally and through reading and writing, and to enjoy these activities. Technical skills or subskills are taught as needed to accomplish the larger goals, not as the goal itself. Teachers provide generous amounts of time and a variety of interesting activities for children to develop language, writing, spelling, and reading ability such as looking through, reading, or being read high quality children's literature and nonfiction for pleasure and information; drawing, dictating, and writing about their activities or fantasies; planning and implementing projects that involve research at suitable levels of difficulty; creating teacher-made or child-written lists of steps to follow to accomplish a project; discussing what they read; preparing a weekly class newspaper; interviewing various people to obtain information for projects; making books of various kinds (riddle books, what-if books, books about pets); listening to recordings or viewing high quality films of children's books; being read at least one high quality book or part of a book each day by adults or older children; using the school library and the library area of the classroom regularly. Some	• The goal of the reading program is for each child to pass the standardized tests given throughout the year at or near grade level. Reading is taught as the acquisition of skills and subskills. Teachers teach reading only as a discrete subject. When teaching other subjects, they do not feel they are teaching reading. A sign of excellent teaching is considered to be silence in the classroom and so conversation is allowed infrequently during select times. Language, writing, and spelling instruction are focused on workbooks. Writing is taught as grammar and penmanship. The focus of the reading program is the basal reader, used only in reading groups and accompanying workbooks and worksheets. The teacher's role is to prepare and implement the reading lesson in the teacher's guidebook for each group each day and to see that other children have enough seatwork to keep them busy throughout the reading group time. Phonics instruction stresses learning rules rather than developing understanding of systematic relationships between letters and sounds. Children are required to complete worksheets or to complete the basal reader, although they are capable of reading at a higher level. Everyone knows which children are in the slowest reading

APPROPRIATE PRACTICE

COMPONENT

Integrated curriculum (continued)

children read aloud daily to the teacher, another child, or a small group of children, while others do so weekly. Subskills such as learning letters, phonics, and word recognition are taught as needed to individual children and small groups through enjoyable games and activities. Teachers use the teacher's edition of the basal reader series as a guide to plan projects and hands-on activities relevant to what is read and to structure learning situations. Teachers accept children's invented spelling with minimal reliance on teacher-prescribed spelling lists. Teachers also teach literacy as the need arises when working on science, social studies, and other content areas.

- The goal of the math program is to enable children to use math through exploration, discovery, and solving meaningful problems. Math activities are integrated with other relevant projects, such as science and social studies. Math skills are acquired through spontaneous play, projects, and situations of daily living. Teachers use the teacher's edition of the math textbook as a guide to structure learning situations and to stimulate ideas about interesting math projects. Many math manipulatives are provided and used. Interesting board and card games, paper-and-pencil and other kinds of games are used daily. Noncompetitive, impromptu oral "math stumper," and number games are played for practice.

INAPPROPRIATE PRACTICE

group. Children's writing efforts are rejected if correct spelling and standard English are not used.

- Math is taught as a separate subject at a scheduled time each day. A math textbook with accompanying workbooks, practice sheets, and board work is the focus of the math program. Teachers move sequentially through the lessons as outlined in the teacher's edition of the text. Seldom is time available for recommended hands-on activities. Only children who finish their math seatwork are permitted to use the few math manipulatives and games in the classroom. Timed tests on number facts are given and graded daily. Competition between children or groups of children (boys versus girls, Row 1 versus Row 2) is used to motivate children to learn math facts.

APPROPRIATE PRACTICE	INAPPROPRIATE PRACTICE
COMPONENT **Integrated curriculum (continued)**	
• Social studies themes are identified as the focus of work for extended periods of time. Social studies concepts are learned through a variety of projects and playful activities involving independent research in library books; excursions and interviewing visitors; discussions; relevant use of language, writing, spelling (invented and teacher-taught), and reading skills; and opportunities to develop social skills such as planning, sharing, taking turns, and working in committees. The classroom is treated as a laboratory of social relations, and children explore values, learn rules of social living, and respect for individual differences through experience. Relevant art, music, dance, and games are incorporated in social studies.	• Social studies instruction is included occasionally after the reading and math programs are completed. Social studies projects are usually related to holidays, are brief activities from the social studies textbook, or a commercially developed weekly newspaper is read and the accompanying seatwork is done.
• Discovery science is a major part of the curriculum, building on children's natural interest in the world. Science projects are experimental and exploratory and encourage active involvement of every child. The science program takes advantage of natural phenomena such as the outdoors, and the classroom includes many plants and pets for which children provide care daily. Through science projects and field trips, children learn to plan, dictate, and/or write their plans; to apply thinking skills such as hypothesizing, observing, experimenting, and verifying; and many science facts related to their own experience.	• Science is taught mainly from a single textbook or not at all. Children complete related worksheets on science topics. Science consists of memorizing facts or watching teacher-demonstrated experiments. Field trips occur rarely or not at all. A science area may have a few plants, seashells, or pine cones that have been there many months and are essentially ignored by the children.

APPROPRIATE PRACTICE	INAPPROPRIATE PRACTICE
COMPONENT **Integrated curriculum (continued)**	
• A variety of health and safety projects (such as nutrition, dental health, handwashing) are designed to help children learn many personalized facts about health and safety; to integrate their learning into their daily habits; to plan, dictate, and/or write their plans; to draw and write about these activities; to read silently and aloud; and to enjoy learning because it is related to their lives.	• Health is taught with the aid of posters and a textbook. A health lesson is scheduled once a week or a unit on health is completed once a year.
• Art, music, movement, dance, and opportunities for other physical activity are integrated throughout each day as relevant to the curriculum and as needed for children to express themselves aesthetically and physically, and to express ideas and feelings. Specialists work with classroom teachers and children. Children explore and experiment with various art media and forms of music.	• Art, music, and physical education are taught as separate subjects only once a week. Specialists do not coordinate closely with classroom teachers. Representational art evaluated for approximations to realism is emphasized. Children are expected to follow specific directions resulting in identical projects. Crafts substitute for artistic expression.
• Multicultural and nonsexist activities and materials are provided to enhance individual children's self-esteem and to enrich the lives of all children with respectful acceptance and appreciation of differences and similarities.	• Cultural and other individual differences are ignored. Children are expected to adapt to the dominant culture. The lack of a multicultural component in the curriculum is justified by the homogeneity of the group, ignoring the fact that we live in a diverse society.
• Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely.	• Outdoor time is limited because it is viewed as interfering with instructional time, or if provided, is viewed as recess (a way for children to use up excess energy).
Guidance of social emotional development	
• Children have many opportunities daily to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of social skills at all times, as part of the curriculum.	• Little time is available for children to practice social skills in the classroom because they are seated and doing silent, individual work or are involved in teacher-directed groups. The only opportunities for social interaction occur on the playground, but the teacher is not present unless it is her playground duty day, and therefore children don't have a consistent, familiar adult to help them with problems.

APPROPRIATE PRACTICE	INAPPROPRIATE PRACTICE
COMPONENT **Guidance of social emotional development (continued)** • Teachers promote the development of children's consciences and self-control through positive guidance techniques, including setting clear limits in a positive manner; involving children in establishing rules for social living and in problem solving about misbehavior; redirecting children to an acceptable activity; conferencing with an individual child who is having problems or with children and their parents. Teachers maintain their perspective about misbehavior, recognizing that every infraction does not warrant attention and identifying those that can be used as learning opportunities.	• Teachers place themselves in an adversarial role with children, emphasizing their power to reward acceptable behavior and punish unacceptable behavior. Their primary goal is maintaining control of the classroom. Teachers spend considerable time enforcing rules, giving external rewards for good behavior, and punishing infractions. When social conflicts arise, the teacher intervenes, separating and quieting participants and avoiding the social issue. Whether intentional or not, the teacher's attitude often feels demeaning to the child.
Parent-teacher relations • Teachers view parents as partners in the educational process. Teachers have time for periodic conferences with each child's parents. Parents' visits to school are welcomed at all times, and home visits by teachers are encouraged. Teachers listen to parents, seek to understand their goals for their children, and are respectful of cultural and family differences.	• Teachers are not given time for work with parents. Subtle messages convey that schools are for teachers and children, not parents. Teachers view parents' role as carrying out the school's agenda.
Evaluation • No letter or number grades are given during the primary years. Grades are considered inadequate reflections of children's ongoing learning.	• Grades are seen as important in motivating children to do their work.
• Each child's progress is assessed primarily through observation and recording at regular intervals. Results are used to improve and individualize instruction. No letter or number grades are given. Children are helped to understand and correct their errors.	• Children are tested regularly on each subject. Graded tests are sent home or are filed after children see their grades. To ease children's stress caused by the emphasis placed on test scores, teachers "teach to the test."

APPROPRIATE PRACTICE	INAPPROPRIATE PRACTICE
COMPONENT **Grouping and staffing** • Size of classroom groups and ratio of adults to children is carefully regulated to allow active involvement of children and time for teachers to plan and prepare group projects that integrate learning and skills in many subject areas and relate to children's interests; to plan for and work with individual children having special needs or interests; to plan and work with parents; and to coordinate with other teachers, teams of specialists, and administrators involved in each child's school experience. Groups of 5-, 6-, 7-, and 8-year-olds are no larger than 25 with 2 adults, one of whom may be a paraprofessional, or no larger than 15 to 18 with 1 teacher.	• Groups of 25 to 35 children with 1 teacher are considered acceptable because they are economical and possible with strict scheduling and discipline, use of prepaced textbooks and workbooks, and devoting little attention to individual needs or interests, allowing minimal parent involvement, and allowing no time for coordination among teachers and specialists. Kindergarten teachers must teach a total of 50 or more children in separate morning and afternoon sessions without the assistance of a paraprofessional.
Teacher qualifications • Teachers are qualified to work with 5- through 8-year-olds through Early Childhood Education degree programs or Elementary Education degree programs with a specialty in Early Childhood Education that includes supervised field experience with this age group and required coursework in child development and how children learn, in integrated curriculum and instructional strategies, and in communication with families.	• Elementary or secondary teachers with no specialized training or field experience working with 5- through 8-year-olds are considered qualified because they are state certified regardless of the grade level for which their coursework prepared them.

Principles of Appropriate Practice for Primary-Age Children

- ***Teachers of primary-age children must always be cognizant of the "whole child."***
  All areas of development are important—physical, social, emotional, and intellectual. Children are more likely to succeed in school when the school provides opportunities for them to use their bodies physically, make friends, and develop self-esteem, as well as acquire knowledge.

- ***Throughout the primary grades, the curriculum should be integrated.***
  The curriculum does not need to be divided into discrete subjects with time allotted for each. Young children can learn reading as they discover information about science; they can learn writing when they work on social studies or art projects.

- ***Primary-age children should be engaged in active, rather than passive activities.***
  Children learn best from firsthand experiences. They do not develop concepts from sitting silently and listening to someone else talk.

- ***The curriculum should provide many developmentally appropriate materials for children to explore and think about, and opportunities for interaction and communication with adults and other children.***
  Children learn best when they have real objects to manipulate, like blocks or science experiments, rather than only paper-and-pencil activities. Children need firsthand experience to solve problems. Their understanding is improved when they discuss what they experience with teachers and peers.

- ***The content of the curriculum should be relevant, engaging, and meaningful to the children themselves.***
  As children get older, they can learn more about distant lands and peoples, but they understand better when they can relate information and concepts to their own personal experiences.

- ***Primary-age children are provided opportunities to work in small groups on projects that provide rich content for conversation, and teachers facilitate discussion among children by making comments and soliciting children's opinions and ideas.***
  Meaningful projects that are completed over time help children to acquire deeper understanding of what they are learning. Research shows that engaging in conversation strengthens children's ability to communicate and to reason.

- ***Teachers recognize the importance of developing positive peer group relationships and provide opportunities and support for cooperative small group projects that not only develop cognitive ability but promote peer interaction.***
  Having positive relationships and friendships with peers is essential for primary-age children to develop a sense of their own competence. Children who are isolated or neglected by peers are more likely to drop out or become delinquent in the future. When schools unduly rely on competition and comparison among children, they lessen children's optimism about their own abilities, and stifle motivation to learn.

- ***The younger the children and the more diverse their backgrounds, the wider the variety of teaching methods and materials required.***
  No one teaching strategy will work for all children, because each child has a unique pattern and timing of development and learning style, as well as an individual family and cultural background. Good teachers use a variety of techniques to find the best match for each child.

- ***Curriculum and teaching methods should be designed so that children not only acquire knowledge and skills, but also the disposition and inclination to use them.***
  It is as important for children to acquire the desire to read as it is for them to acquire the mechanics of reading; and it is as important for children to want to apply math to solve problems as it is for them to know their math facts.

APPENDIX E

DISTRICT DOCUMENTS REVIEWED

Materials Collected During Site Visit At
Palm Beach School District

1. PREP Plan
2. PREP Annual End of Year Report
3. Palm Beach County Schools Organizational Chart
4. Organization of Schools by Areas (Information Sheet)
5. FY 90 Teaching Units and PRT's by Area (Information Sheet)
6. Primary Resource Teachers (List, November 1989)
7. Schools and Principals (List and Phone Numbers)
8. Principals and Asst. Principals (List and Phone Numbers)
9. Maps and Directions to Schools
10. Student Registration Form
11. Second Nine Weeks Report Pupil Membership, 1/27/90
12. 1988-89 Retention Statistics
13. Examples of School Level Performance Data (from school site visits)
14. ECIA Chapter 1 Basic Projected Staff Allocation by Area, FY 90
15. School Eligibility Survey as of January 26, 1989 Based on the Economic Survey Certification Form and Data (K-12) (Free and Reduced Meals)
16. Dropout Prevention Program and Intensified English (ESOL) Resource Allocation
17. Kindergarten Report Card
18. Junior Kindergarten Card
19. K-1 Transitional Report Card
20. Computerized Curriculum Management Update Form, Mathematics
21. Computerized Curriculum Management Update Form, Reading
22. Student Instructional Record Folder (blank---without student data)
23. Pupil Progression Plan, 1989
24. Gesell School Readiness Screening Test for Ages 4 1/2-5 Entering Kindergarten
25. Teacher Observation Checklist
26. Excerpt from Annual Evaluation Re: Assessment, Section 230.2312(3)(c), F.S.
27. Assessment Referral Form
28. Assessment Reporting Form
29. Assessment Observation Form
30. Reach for Excellence Awards Program (Booklet)
31. Sample Inservice, August 1987 (Notebook)
32. The Elementary Instructional Program (Brochure)
33. A Kindergarten Handbook for Parents (Booklet)
34. FY90 ECIA Chapter 1 Basic Procedures for Selection (Information Sheets)
35. Superintendents' Staff Proposal Summary, Staff Report #5, January 16, 1990, "Full-Time Elementary Gifted Program Expansion"
36. Summer School Program for Elementary Students (Information Sheets)
37. K is for Kindergarten (Notebook)
38. Junior Kindergarten Procedures and Program Guide
39. Strategies for Junior Kindergarten (without student packet)
40. K-1 Transitional Procedures and Program Guide
41. Strategies for K-1 Transitional (without student packet)
42. Administrator's Guide for K-6 Social Studies
43. Administrator's Guide for K-6 Science
44. Administrator's Guide: Mathematics Program Information
45. Grade 2 Frameworks for Primary Composition: Frameworks #2, #3, #4, and #5

47. Grade 3 Teacher's Guide: Composition
48. Grade 3 Student Composition Book
49. Language, Spelling and Reading Materials, FY 89, (Notebook)
50. Lesson Plans (Information Sheets, Legend) for Grade One Spelling
51. Special Programs and Procedures for Exceptional Students (Notebook)
52. P.B.C. Elementary Objectives(Notebook)

Note: Other materials examined during on-site visits included the SADI and Grades K-3 curricular material as well as other classroom materials.

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APPENDIX F

PROGRAM DESCRIPTIONS

APPENDIX F

PROGRAM DESCRIPTIONS

- Summer School
- Pull-Out Programs
- Exemplary Diagnostic-Prescriptive Program
- Exemplary Tutoring Programs
- Exemplary Computer Assisted Instruction Program
- Accelerated School Model
- Alphaphonics/Astra's Magic Math
- MECCA
- TALK
- MARC
- First Level Mathematics
- Early Prevention of School Failure
- Projected
- Continuous Progress, Individualized and Cooperative Learning Programs
- Enabling Learners, Year 2000: A Curriculum and Assessment Framework for the Future (Executive Summary)
- A Resource Guide to Public School Early Childhood Programs (edited by Cynthia Warger, ASCD)

Summer School

(Detroit Public Schools, 1985)

The Detroit Public Schools offered a Chapter 1 City-wide Summer School Program, evaluated in 1985, implemented to improve the reading and math skills of students from pre-kindergarten reading and math skills of students from pre-kindergarten classes through grade 8. The program included:

- three 80-minute periods (four hours per day)
- five days a week
- five weeks
- skill focused, literature based, integrated language arts program
- direct instration in the targeted Michigan Educational Assessment Program (MEAP) reading and math skills (direct instruction model of teach-protocol apply)
- a program of outstanding children's literature
- diagnostic teaching that focused on building, promoting, and maintaining positive attitudes toward mathematics
- strategies that include questioning to develop critical thinking activities for developmental arithmetic capabilities, stress on concept understanding and guided instruction, short-term assessment with immediate feedback throughout instruction
- materials include resource guides, books, activity packets, practice test.

Note: Survey results of administrators and teachers indicated positive reviews of the program. No test scores were reported.

Pull-Out Programs

Mossburg (1989) reported on a pull-out program in remedial reading taught as if it were an enrichment class. The results included reported increases in the amount of books read by 3rd and 4th grade children and the incorporation of the reading and writing activities of teachers who had participated in the pull-out program into their regular classrooms.

Features of the program included:

- small group remediation for 3rd and 4th graders taught as if they were in an enrichment program
- 3 teachers in 6 schools, each meeting with 10 small groups (up to 5 children)
- opportunities to read real books with meaningful language patterns
- opportunities to write about topics of personal interest and to publish and share at least one price of writing with other students
- promotion of students' self-confidence, convincing them they could be successful in school
- all activities engaged students in reading and writing for evident meaningful purposes, never for subskills in isolation
- aiming or fluency in the books that were "written for adults to read aloud to children" (p. 342)
- developing the reading cycle by:
    - (1) asking the students to read along in the book while the teacher reads it aloud the first time, slowly but expressively and deliberately observing all punctuation marks
    - (2) reading the story aloud a second time, but stopping from time to time to select a student to read, varying the amount of student time to match ability
    - (3) controlling the reading -- "don't allow some children to speed ahead (and) observe punctuation" (p. 343)

(4) when the book has dialogue, reading the book together for a third time with the teacher, and using fluent readers as the narrators while other students act out various characters

(5) arranging for groups of two to read the story to each other

(6) discussing interesting words and colorful phrases and reinforcing comprehension skills like cause/effect or comparison/contrast

(7) at the end of the week, placing all the books that were introduced in the classroom area and letting children select their favorite books to reread independently.

Exemplary Diagnostic - Prescriptive Program

Project Conquest (JDRP No. 74-12)[1] (Madden and Slavin, 1987, p. 6)

- careful assessment by special "reading clinicians" and individual prescriptions
- one-on-one tutoring to develop work perception skills
- remedial services to groups of six students.

Note: Students made greater gains than control students at grade level from 1-6.

Oklahoma City, Oklahoma Chapter I Program (Griswold et al. cited in Madden and Slavin, 1987, p. 6; cf. Kimball, Crawford, and Raia, 1985 cited in Madden and Slavin, 1987)

- diagnostic - prescriptive
- pull-out
- skills and learning styles assessment
- individual or small group instruction appropriate for student needs
- some use of computer assisted instruction.

Note: The Chapter I students gained more in reading and math compared to their counter parts. Gains were smaller in reading.

Diagnostic - Prescriptive Arithmetic Program (JDRP No. 94-68)
(Madden and Slavin, 1987, p. 8)

- math lab approach
- individualized and small group activities
- activities keyed to problems are identified by the Stanford Diagnostic Mathematics Test.

Note: Gains were made, but the same test was used on the pretest and posttest

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[1] Joint Dissemination Review Panel, U.S. Department of Education

Lincoln - Nebraska Chapter I Program
(Madden and Slavin, 1987, p. 8)

- computer management system (CMS) used with diagnostic-prescriptive pull-out
- the CMS assists with diagnostic test and assignment of student to the program
- the CMS helps maintain coordination between the regular and Chapter I teacher
- the CMS helps to monitor student progress and evaluate student success.

Note: Chapter I students showed steady gains in reading which appear to be due to the addition of the CMS, (Weatere, 1986 cited in Madden and Slavin, 1987, p. 8)

Columbia, Missouri Public Schools Chapter I Program
(Griswold et al., 1986, cited in Madden and Slavin, 1987, pp. 8-9)

- emphasis on coordination of instruction between Chapter I and regular classroom teachers
- forms that specify objectives for students
- meetings of Chapter I pull-out and regular classroom teachers.

Note: Students showed gains in math.

Exemplary Tutoring Programs

Training for Turnabout Volunteers (TTV), Dada County, Florida

(Madden and Slavin, 1987, pp. 9-11)

- students worked together forty minutes per day, four days a week, for sixteen weeks
- use of volunteer junior high school students who take tutoring as an elective class to tutor low achieving first through sixth graders in reading and math
- tutors were required to be able to read and comprehend at the fifth grade level, allowing underachieving students to act as tutors
- tutors received considerable training involving a specified structured curriculum before tutoring and periodically thereafter
- in addition to subject matter, tutors were trained in skills such as rewarding tutees' successes and organizing the work to be presented
- tutors spend one to five days in group supervision.

Note: Gains were significantly greater for tutors and tutees when the tutors received continuing training.

School Volunteer Development Project, Dade County, Florida

(Madden and Slavin, 1987, pp. 10-11)

- tutoring occurred thirty minutes per day for four or five days a week
- adult volunteers served as tutors for underachieving first through sixth graders
- tutors were trained in tutoring skills and use of multimedia resources before tutoring
- tutors worked with the reading specialist on the skills they were tutoring
- tutors draw from a wide variety of materials.

Note: Students receiving tutoring had greater gains than untutored students.

Success Controlled Optional Reading Experience (SCORE)

- students received tutoring 15 minutes a day until they completed the program, usually a period from four to six months

- students in grades 6 to 12 tutor younger students
- highly programmed materials
- rapid drill and practice in lists of words grouped to teach specific decoding skills.

Note: Gains in word recognition and oral reading accuracy were greater than for students who did not receive tutoring. The program has ben replicated in different settings with different types of volunteers (parents and aides) with even greater gains.

Programmed Tutorial Reading (PTR)
(Ellson, Harris, and Barlier, 1968, and JDRP # 74-17, cited in Madden and Slavin, 1987, pp. 12-14)

- students receive 15 minutes of tutoring per day
- one-on-one tutoring by paraprofessional to first graders in the bottom quartile in reading
- highly structured, programmed materials (these materials instruct the tutor in where to start, what to say, when to praise, how to respond to a failure, and so on)
- tutors received about 18 hours of training before tutoring.

Note: Students in PTR had greater gains than students who received no tutoring and than students who received direct tutoring from paraprofessionals using specific materials designed by the teacher to correspond to on-going classroom instruction.

Wallach Tutorial Program
(Dorval, Wallach, and Wallach, 1978, cited in Madden and Slavin, 1987, pp. 13-14)

- students receive 30 minutes of tutoring per day
- paraprofessionals tutor children identified as low in readiness skills
- tutoring focuses on phoneme identification skills--Wallach and Wallach had found that "disadvantaged children were drastically deficient in recognizing phonemes in heard words" (Madden and Slavin, 1987).

Note: Tutored children moved from the 17th to the 56th percentile compared to the control group who moved from the 17th to 35th percentile on the California Test of Basic Skills.

Prevention of Learning Disabilities

- the resource teacher provided tutoring from three to five times per week for one to two years
- students received one-on-one or small group tutoring (203 students)
- students are screened for deficits in sensory skills related to read at the kindergarten or beginning first grade level
- instruction includes emphasis on auditory discrimination exercise (similar to those in the Wallach Tutorial Program).

Note: Tutored children gained significantly on word recognition and word attack measures.

Reading Recovery

(Clay, 1985, and Buhnlein, 1987, cited in Madden and Slavin, 1987, p. 14)

- preventive program
- evidence supporting success not yet available.

Exemplary Computer Assisted Instruction Program

Reading and Math Programs Developed at Stanford University and Currently Disseminated by the Computer Curriculum Corporation (CCC)
(Jamison, Fletcher, Suppes, and Atkinson, 1976 cited in Madden and Slavin, 1987)

- 10 minutes per days of CAI as part of a 30-minute Chapter I pull-out period with tutorial and small group instruction form the teacher
- mainframe with terminals
- keeps records of student performance levels and progress
- provides students with exercises appropriate for their needs.

Note:

1. One study's results showed substantial effects on math computation and positive effects on math concepts and applications, vocabulary and comprehension, and some small positive effect on language mechanics, expression and spelling. Other studies of the CCC materials generally show positive results,
2. Some program materials can be used with typewriters rather than computers.
3. Although CAI has positive effects, adult tutoring has larger effects and costs must less (in studies of similar methodological quality).

Accelerated School Model

Levin (1988) and other educational researchers at Stanford University have designed and implemented an accelerated school model to accelerate the academic progress of disadvantaged learners.

The model has a high probability of ultimate success because of its emphasis on the instrumental goals of bringing students up to grade level by the completion of sixth grade. It stresses on acceleration of learning and high expectations. It relies on a professional model of school governance which is attractive to educators. It has a capacity to benefit from instructional strategies that have shown good results for the disadvantaged within existing models of compensatory education. It has the ability to draw upon all of the resources available to the community including parents and senior citizens.

The Stanford Accelerated School Project is now assisting two elementary schools to establish accelerated school programs. These two schools are in San Francisco and Redwood City, California. Both schools have very high concentrations of disadvantaged students. The Redwood City school enrollments are comprised predominantly of hispanic students, while those in the San Francisco school consist of a racial mixture (31 percent black, 27 percent hispanic, 17 percent Chinese, and so on).

The Prince George County (Maryland) school district, a district similar in size to the Palm Beach County School district, has established an effective school program.

The Effective School Program is a total school system commitment. Therefore, participation in the process is required for all schools, all school-based staff, and all non-school based staff. A system-wide Effective School Program is necessary for implementation of the process.

The school system has set the following academic improvement goals for schools under the program:

- standardized test scores. . . will show increases in the percentages of students within the upper quartile, and annual decreases in the percentage of students in the lower quartiles
- functional test scores (on the State of Maryland's high school competency tests) . . . will show annual increases in the percentage of students at grades nine and ten who reach or exceed the criterion for mastery .
- the gap between achievement scores for black and non-black students will diminish annually, while achievement scores for all students will increase
- criterion referenced of students at each grade level who attain essential objectives
- the percentage of student attendance will increase annually.

The county school system reports that it is meeting its goals. Among the results provided to the Committee are the following:

- Student achievement in Prince George's County Public Schools has continued to improve, nearing the fourth, or highest quartile on standardized achievement measures and reaching or exceeding state averages on high school competency exams. Criterion referenced test results show steady gains in the number of students who demonstrate mastery of essential objectives.
- During the 1987-88 school year, third grade students . . . moved into the top 30 percent nationally on the California Achievement Test by scoring at the 73rd percentile -- the first time any grade in the school system has surpassed the 70th percentile on the total exam. Students in grade five reached the 69th percentile and those in grade eight reached the 67th percentile.
- Black students in grades three and five entered the top 40 percent nationally by exceeding the 60th percentile on the test for the first time. Black third graders reached the 61st percentile. Black eighth graders system-wide scored at the 58th percentile
- Between 1985-86 and 1987-88, black and white students in Prince George's County were increasingly likely to pass the State of Maryland high school competency tests. On the Citizenship Skills test, black 9th graders went from a 55 percent passing rate to 67 percent while whites increased their passing rate from 75 percent to 80 percent. On the

Mathematics Test, black 9th graders improved their passing rate from 43 percent to 56 percent; whites went from 68 percent to 79 percent. On the Reading Test, the black rates went from 88 percent to 91 percent; the white rates rose by a percentage point from 96 percent to 97 percent. Finally, on the Writing Test, blacks passed at an 89 percent rate in 1987-88, up from 41 percent in 1984-85. Whites went from 59 percent to 95 percent.

Alphaphonics/Astra's Magic Math

(South San Francisco, U.S.C.)

Alphaphonics/Astra's Magic Math are two widely used and successful beginning readiness programs. Combining systematic, sequenced lessons into a game-like format, both programs are motivating and fun while still providing abundant practice and repetition of presentation. Friendly visitors from outer space (Astro for reading: Astra for math) leave a bag of lesson materials daily for the teacher and children. The suspense and anticipation derived from the magic bag appear to sustain student interest and motivation.

In the Alphaphonics program, the letters of the alphabet are introduced sequentially one at a time, in a 26-week sequence. Astro's bag contains items that start with the letter the class is studying, such as apple (plastic) alligator, alarm clock, and an abacus for the letter A. Badges, stickers, and letters to parents also are in the bag.

There are six lessons for each letter of the alphabet. The student learns to name a letter, then to write it, and then to locate the upper and lower case example of the letter. Astro manages to create and keep a fantasy and fun-like atmosphere for the children while getting them to practice and review. Astro also brings ditto sheets or other tools for independent practice.

Astra's Magic Math uses a similar outer space theme for the introduction of twenty-two math concepts in a sequenced manner. The units are introduced to the whole class. The twenty-two units cover shapes, matching, size comparison, counting and recognition of the numbers O to 30, number sequences, addition and subtraction of the numerals 0-5, and time in hours.

The Alphaphonics program takes about an hour each day. A typical schedule would be:

(1) Sing alphabet song

(2) Sing poem song (for particular letter group)

(3) Class discussion

(4) Individual work

(5) Sing poem song

SOURCE: Karweit (1987, pp. 13-14).

The general orientation of the program is that of a whole class, direct instruction model with individual assistance and remediation provided as can be accommodated. That is, remediation efforts are not structured in any specific way in the programs.

MECCA

(Trustull Public Schools, CT)

MECCA (Make Every Child Capable of Achieving) is a diagnostic/prescriptive program which provides daily observation, assessment, and planning for specialized teaching depending on children's needs. Additional instruction within the classroom is provided based on students' learning profiles. The additional activities are based on a task analysis of the learning activity with which the student is having difficulty. Task analysis is the process of breaking down a learning activity into the steps necessary for its successful completion, such as breaking down the activity into its auditory, visual, gross and fine motor components. Specialized instruction, prescribed by a team composed of classroom aide, learning disabilities specialist, and classroom teacher, is provided either individually or in small groups in the classroom.

The target group of children is identified by a preschool screening with the school psychologist and a speech and language clinician. High-risk children are those who do not attain age-appropriate scores on three/four areas on the DIAL taken in the spring. In September, further assessment is done on marginal and high-risk students and an individual programming survey is administered to identify particular strengths and weaknesses. From this profile, an educational plan is devised.

For example, a child who has a very limited use of expressive language -- such as single word responses to questions or no usage of pronouns or adverbs -- might be placed in a speech and language program. In the beginning of the program, the child would be rewarded continuously with praise or with tokens. The basic structure of each lesson is:

(1) Auditory Reception: The instructor gives verbal directions to which the student responds with a gross motor or fine motor action ("Pick up the tomato").

(2) Verbalization: The child uses the language she has responded to in step 1 ("Here is the tomato").

(3) Reading readiness activities are combined with a lesson using the words and sounds from the first two parts.

The lessons are structured to give the child practice in increasingly more difficult auditory reception, memory, and other readiness skills.

SOURCE: Karweit (1987, pp. 15-16).

The curriculum, materials, and approach are important factors in MECCA's effectiveness. Screening, diagnoses, and task analysis of learning activities target the time and resources within the school in a productive way, especially for students very much at risk of future failure.

TALK

(Rockford, IL School System)

The focus of Project TALK is to improve expressive and receptive language skills in children in grade K-3. This is accomplished by structured activities which foster language growth. A language specialist teaches specific expressive and receptive language lessons to the class twice a week for half-an-hour over a six month period. The classroom teacher watches and then participates in the demonstration lessons, and conducts follow-up lessons twice each week.

The following sample indicates the type of lesson used in TALK.

LESSON 92

TITLE:
Describe All

PURPOSE
To encourage use of descriptive words of color, size, shape, and quantity.

MATERIALS
List of simple descriptive words -- descriptive word list

PROCEDURE:
The teacher walks through the class stopping here and there by a child. The teacher describes the child with one word. For instance, "Blonde John," "Listening Susan," "Tired Billy" and so on. The teacher may build from this by continuing and adding more descriptive words like "Pretty, blonde Sherry," "Clever, old Johnny" and so on.

Now the teacher asks the class what has been happening. A short discussion of descriptions and descriptive words should follow. How do you describe things? What kind of words do you use to describe things? You use words that tell size, shape, color, smell, taste, feelings, and so on.

The teacher will begin by standing and telling one word about herself/himself such as: tall, big, teacher, woman, etc. Now each child must stand, one at a time and think of one word or a phrase to tell about him/her such as: little, red hair, freckles, braids, etc. When everyone has had a chance to tell a word then everyone can have another turn and think of still another word that tells about him/her. When a child gives a self descriptive word that might fit another child in the room, stop and discuss it -- how many people fit Mark's word -- this will broaden the lesson.

Younger children may want to pick a favorite self-descriptive word. The teacher can make a card for him/her to wear pinned on all day that describes him. This will give him a chance to explain his/her word to people who ask about it.

MORE IDEAS:
The teacher picks a simple descriptive word, such as "hard" and each child in the class must find an object in the room that fits the descriptive word, such as "hard floor," hard desk," "hard pencil," "hard window pane." and so on. The teacher chooses one word from a box of slips with simple descriptive words written on them. Each student finds an item in the classroom that fits the descriptive word. Now the children taken turns drawing a descriptive word and finding objects that fit on his/her own. For a more difficult twist, especially in the upper grades, have children draw two or three descriptive words and place them in the proper sentence order, as a big, red ________, and not a red, big ______, or two small ________, and not small two __________.

The amount of actual time spend on the Project TALK activities is small compared to the results obtained. Only two hours per week are actually spent on the program. If the results area generally replicable, this program seems to be particularly powerful in its effects.

Note: Cautions should be taken to assure that descriptors of children of each gender are balanced to distribute objectives equally, e.g., a "clever" girl and a "listening" boy as well as a "listening" girl and a "clever" boy.

SOURCE: Karweit (1987)

MARC

(Wakulla City, Crawfordville, FL)

Multisensory Approach to Reading and Reading Curriculum, or MARC, is a continuous progress K-1 reading program. It combines activities which emphasize knowledge through the senses with a systematic instructional delivery and management system. It is designed to enhance the likelihood of success in the beginning reading task for students. It is design to increase their readiness skills, especially in the area of letter recognition and auditory perception of beginning sounds.

For example, introduction of a letter of the alphabet involves the use of visual, auditory, and kinesthetic avenues of learning. The MARC program specifies the steps to be followed when introducing letters. These steps are called *linkages* because they link the visual, auditory, and kinesthetic approaches. For example, the steps in this program in teaching the letter *a* are:

(1) Teacher shows children the letter from the drill pack and says "This is the letter *a*." (VISUAL)

(2) The teacher asks the children to give the letter name. (AUDITORY)

(3) Children repeat the letter name. (AUDITORY)

(4) Teacher presents the key word (apple) and introduces the sound by the key word: "A is for apple." (AUDITORY, VISUAL)

(5) The children repeat the key word and sound while the teacher describes how it feels in the mouth and throat. (AUDITORY)

(6) The teacher asks the children to place their hands on their throat while repeating the letter name, sound, and key word to "feel" the sound. (KINESTHETIC)

The MARC program is not currently funded by the National Diffusion Network, although materials are still available through the Florida Educational Resource for a nominal fee. The program has been successfully used in Florida in about one-third of the counties and is still being used actively in South Carolina. Project MARC has been used as a remedial program for older students as well as a regular readiness program. The inservice guide provides thorough coverage of the instructional program, assessment, grouping, and program philosophy.

SOURCE: Karweit (1987, pp. 19-20)

First Level Mathematics

First Level Mathematics is a continuous progress, developmentally oriented, entering mathematics program. It provides a sequential curriculum and management system that provides for individual developmental growth. It is a diagnostic/prescriptive program. Children take a placement test to determine where they will be placed for instruction. Instruction may take place in small groups, or individually.

The program recognizes that many early math programs require fine motor (write numerals) and visual skills which have little to do with mathematics skill development. First Level Math does not require these fine motor skills. It teaches the children the universal language of math with concrete objects and actual physical operations, and progress in made in small steps as the child's concepts are formed.

Evaluation data are based on norm expectancy comparisons only, which unfortunately do not provide very strong evidence of success.

Early Prevention of School Failure

(Peotone District, IL)

This program provides developmental screening, diagnosis, and training based on identified learning styles and modalities. Screening of four, five, and six-year-olds is carried out in fine and gross motor auditory, visual and language areas using a variety of instruments: the Preschool Language Scale (PLS, developed in conjunction with the program), the Peabody Picture Vocabulary Test (PPVT), and the Developmental Test of Visual Motor integration. On the basis of these tests, a profile is created for each child which identifies his/her strengths and weaknesses. Students who are two years or more below expectancy on two modalities are classified as high risk; one year or more below are classified as medium risk.

Students are given additional instruction in their weak areas in a pull-out setting. The program presents guides for direct modality instruction in the areas of language, auditory, visual, fine and gross motor. Student profiles indicate their performance in these areas on a scale from 1 to 5.

Guides for modality instruction include correlation with major texts and breaking down a specific skill into a sequence set of prerequisite skills. For example, if the skill is to tell stories in sequence with/without the aid of pictures, nine distinct skill performance areas are checked:

(1) Child arranges picture stories in sequence.
(2) Child tells story using sequence cards.
(3) Child tells story in parts before retelling entire story.
(4) Child uses felt pieces or fingerply to tell story.
(5) Child uses pictures to tell story.
(6) Child uses assorted toys and objects to tell story.
(7) Child unscrambles story.
(8) Child gives a narrative to the series of drawn pictures.
(9) Child uses puppet to tell a story.

SOURCE: Karweit (1987, p. 21)

Project Read

Philosophy/Description

Project Read is designed to provide integrated reading and language instruction for children who seem to learn best through a very direct and concrete approach. The emphasis in grades one through three is on systematic phonics, comprehensions and written expression. The method uses a multisensory approach.

Project Read is not a remedial or corrective approach, but rather a tested and effective alternative to basal instruction. It is a program for non-inductive learners who, because of learning styles, would not be successful with the traditional basal approach to reading. Project Read is a systematic presentation of phonemes, graphemes, reading and language arts concepts. Each lesson is built upon skills acquired in previous lessons. There is continuous emphasis upon repetition and drill of these skills.

Project Read provides children with the cognitive processes which enable them to decode and comprehend independently.

History

Project Read is a program developed by Mrs. Tori Green and Dr. Marilee Enfield of the Bloomington, Minnesota School System. Tori Green is a parent of a child with learning disabilities and was a special education teacher. Dr. Enfield is the Director of the Special Education Department in Bloomington.

Project Read was piloted with at-risk students in 1969-70 in the Bloomington School District. It was designed as a reading and language arts program which could be implemented by the regular classroom teacher. Its success led to further implementation in all grades one through three classrooms in 1970-71. At the end of the first three years, gains were noted in regular student test scores. A 72% reduction of referrals for special education services was also noted. This program has been in operation in the Bloomington School District for 18 years. All of their teachers instruct in both the basal program and Project Read.

The techniques and philosophy of this program have been shared with educators throughout the world. Seminars are given yearly to school systems and individuals who are interest in piloting Project Read.

The first group of Hillsborough County teachers was sent to seminars in Minnesota in the summer of 1986. This trip was funded by a grant from the Foundation for Children with Learning Disabilities. Project Read was piloted form 19861988 in four elementary schools in Hillsborough County. Due to the program success in the pilot schools, it will be implemented in more schools beginning in the 1989-90 school year. The program will continue to be monitored and evaluated.

Curriculum Content

Project Read is a systematic multi-sensory approach to teaching language arts in the regular classroom. The program is divided into three strands.

(1) Phonology - A multi-sensory approach to teaching systematic phonics. The major goal of this strand is to help children develop an efficient use of phonics for word analysis in decoding and encoding.

(2) Comprehension - A program of instructional strategies to develop an understanding of printed language. Story Grammer/Story Mapping and the Request Procedure area strategies current being implemented.

(3) Written Expression - A systematic, multi-sensory, concrete approach to developing sentence formation from the simplest to the most complex. It builds to paragraph and story writing. Activities and writing lessons correlate with the county's Developmental Writing Program.

Instruction Modes to Implement Project Read

(1) Self-contained classroom - Up to twenty Project Read students can be placed in one self-contained classroom. Consideration should be given to not overloading these classes with emotionally handicapped students or slow learners.

(2) Departmentalized situations - Project Read students could be grouped for language arts, and then be assigned to other classrooms for the remaining subjects.

(3) Regular classroom situation - A group (six to eight students) of Project Read students could be placed in several classrooms, requiring the teacher to teach a Project Read group along with several Series groups. All three instructional strands (phonology, written expression, and comprehension) will be presented during the thirty allotted reading group time.

SOURCE: Program Handbook for Project Read: Phonology, Comprehension Written Expression, Hillsborough County Public Schools, 1989, pp. 1-2.

NOTE: This program has specific criteria for student selection and placement including a list of observational student behaviors, teacher selection, and staff development requirements. The program requires a commitment from grades one through three. Available data demonstrates high success across a wide range of measures.

Continuous Progress, Individualized, and Cooperative Learning Programs

Slavin and Madden (1987) reported on the following specific programs operating under each model.

- Continuous progress model:

  (1) Distar (specific script for teaching reading and math, specific methods, sequential, hierarchical, direct instruction, rapid pace, frequent student responses, small groups of homogeneous skill levels, frequent assessment of progress, regrouping after each assessment with disadvantaged students in language and math computations, criticized sometimes for apparent focus on highly organized classroom and perceived focus on rote skills). (JDRP #77-122, 80-50, developed at University of Oregon)

  (2) U-SAIL, Utah Systems approach to Individualized Learning (hierarchical sequence, independent reading and exploratory activities, small group work) (JDRP #76-95, developed in Utah, used in Davis County, Utah)

  (3) PEGASUS (reading program organized into 17 levels from K-8, students progress at own rates but are taught in groups appropriate to their current levels, continuum of skills in each level) (JDRP # 1, #79-1, developed in Tuscaloosa, Alabama, used in Bureau County, Illinois)

  (4) ECRI, Exemplary Center for Reading Instruction (rapid instruction pace, detailed specific instructions for teachers, frequent assessment of student progress, small group work, follow-up individual work, effective with disadvantaged and low-achieving)

  (5) Project Instruction (students grouped according to skill levels, progress through hierarchy of skills at individual pace, reading and math) (JDRP #75-37, developed in Lincoln, Nebraska)

  (6) GEMS, Goal Based Educational Management System (diagnostic-prescriptive, individual pacing through 200 skill levels from K-12, testing to determine placement in small groups, variety of teaching strategies, computer management system, alternative materials and time as needed for students to pass) (JDRP #79-2, developed in Utah, used in Jordan, Utah, grades 1 and 2)

(7) Early Childhood Prevention Curriculum (targeted for high risk first graders, diagnostic-prescriptive, small skill-level groups) (JDRP #74-57, developed and evaluated in Miami, Florida)

- Individualized Instruction Model:

(1) Matteson Four Dimensional Reading Program (individual learning packets, small and larger group activities, individualized work with self-pacing) (JDRP #77-109, developed and evaluated in Chicago)

(2) AIRS, Andovers's Individualized Reading System (self-paced, programmed self-instructional materials, teachers with aides and parent volunteers give one-to-one assistance) (JDRP #74-25, developed and evaluated in Andovers, Massachusetts)

(3) STAMM, Systematic Teaching and Measuring Mathematics (fully individualizes, self-instructional materials, one-to-one instruction by teachers and aides, special forms of STAMM designed for Chapter I and learning disabled students) JDRP #76-87, developed and evaluated in Jefferson County, Colorado)

- Cooperative Learning Model:

(1) TAI, Team Accelerated Instruction (elements of continuous progress for math instruction, mixed-ability groups and skill-level groups with instruction from teachers, self-instructional materials, group team work for mastery and students assess progress for each other, effective for at-risk and "academically handicapped") (JDRP #84-5, evaluated in rural and urban, Maryland, and in Wilmington, Delaware, and others)

(2) CIRC, Cooperative Integrated Reading and Composition (mixed ability cooperative work groups, skill-based reading group, pairs within reading groups reassigned to heterogeneous team groups, prescribed activities, students earn points for their teams based on quizzes, effective for regular and remedial students) (Stevens et al. in press cited in Slavin and Madden, 1987, used in Baltimore, Maryland)

Other models found to be effective, but which were not the focus of the current study by Slavin and Madden (1987) were the ones listed below.

- Developmental/humanistic (open classroom, project-based, discovery, such as the Bank Street College of Education Program and the Perry Preschool Program)

- Group-based mastery learning (teacher assessment of student progress followed by enrichment if mastery is achieved and by corrective instruction if mastery is not achieved -- this model is central to the other models of cooperative learning, continuous progress, and individualized instruction)

A RESOURCE GUIDE TO

Public School Early Childhood Programs

EDITED BY CYNTHIA WARGER

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Association for Supervision
and Curriculum Development
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Program Descriptions

CYNTHIA WARGER

Early Childhood Family Education: Minneapolis

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Background of the Program

Since its inception in 1974, the Minneapolis Early Childhood Family Education (ECFE) program has served thousands of families and their infants, toddlers, and preschool-aged children. During the 1986-87 school year, various components of the Minneapolis ECFE program served 2,525 children aged birth to 6 and their parents. All city residents with young children—regardless of economic status, intellectual range, or at-risk factors—are eligible to participate. Through cooperative partnerships with social service agencies, hospitals, and local government, Minneapolis ECFE has developed programs that addresses the needs of most of the city's young families.

The Minneapolis program began as one of six state pilot programs funded by the Minnesota Legislature and coordinated by the Council on Quality Education. In the original legislation, Senator Jerome Hughes (chief author) identified the child's earliest years as critical to future success in school and life. With other legislators, he created a funding structure for programs that recognize and support the parent as the child's first and most influential teacher.

In 1984, the Minnesota State Legislature created a local levy/state match funding formula, and Community Education became the administrative and fiscal agent for ECFE programs. Increased funding allowed Minneapolis to expand services by consolidating existing programs geographically.

Currently, Minneapolis has nine regional centers in school district buildings. One program is located in a district special education preschool site and provides services to parents of handicapped and nonhandicapped youngsters. Forty satellite sites in city park buildings, hospitals, social service centers, community buildings, and other locations provide additional ECFE programming and services to families.

Program Mission

ECFE's mission is to build and support the confidence and competence of Minneapolis parents and expectant parents by providing the best possible parent-child interaction and an environment for the social, emotional, physical, and intellectual development of their children, from birth to kindergarten. The ECFE program builds partnerships between the home, the school district, the city and community agencies.

Content of the Program

On the average, families spend two hours a week in classes located at neighborhood ECFE centers. Each week, parents and children participate for 15 to 45 minutes in developmentally appropriate activities in an environment that fosters fun, exploration, and mutual learning. During the remainder of the time, parents go to a parent discussion group and children are cared for in the early childhood room. Parent group participation is voluntary and usually centers on discussion of specific issues (e.g., child development or special interests of the parents). Although support/information groups are predominant, a variety of other models are used to meet the diverse needs of the parents: lecture, guest speakers, videos, and book-focused classes.

As the program has grown, it has been necessary to provide more specialized services. Early childhood teachers and parent educators work closely with special education personnel, social workers, speech clinicians, and physical and occupational therapists to provide screening services or training. The programs are also closely paired to K-12 school programs. Services are provided to expectant teenagers and teen parents. In addition, Minneapolis offers a family-school component for families under severe stress; a parent education component for the school district's special and

general education preschoolers, infants and toddlers; topic-based classes on self-esteem and child management; and bilingual classes for southeast Asian and Hispanic parents.

Program Operation

All Minneapolis parents of children aged birth to kindergarten and expectant parents are eligible. In situations where ECFE has a partnership with another agency or with special education, children or parents may have to meet some additional criteria. Although it is not required, all Minneapolis parents are encouraged to participate in formal preschool screening when their child is 3½. A qualified staff member conducts formal screening when a referral to another program has been made.

The program follows the school calendar (September-May). There are two-hour segments during the morning, afternoon, and evening, as well as occasional weekend classes and special events. Presentation techniques and curriculums are designed or modified to meet the specific needs of the community and participants. The ECFE staff members, State Department of Education, local school district, participating parents, and agency representatives all help determine yearly goals for the program.

Community Education, within the Minneapolis Public School District, administers the program. The ECFE Program Coordinator supervises overall program functions and a staff of 84. There are 12 "Teachers on Special Assignment" (TOSA) who are responsible for individual program development, implementation, and support services. TOSA are responsible for designing the program that is implemented by Certified Hourly Teachers (Tutors). All TOSA and Tutors are School District employees who are licensed in the state of Minnesota and hold accredited four-year degrees. Assistant child-care workers complement tutors in the early childhood rooms.

TOSA typically teach two classes a week; tutors teach six to seven classes. For each class session, an early childhood educator and a parent educator are present. The staff/child ratios of 1:3 for infants, 1:7 for toddlers, and 1:12 for preschoolers are maintained for the child's portion of the program.

Program Evaluation

The program is continually evaluated at the state and local levels. Consultants are helping the Minnesota State Department of Education design a longitudinal study to measure long-term program outcomes and impact. ECFE's growth from 6 pilot programs to over 300 programs statewide is probably the most significant indicator of the high degree of parental interest and satisfaction. The confidence of educators and legislators has secured legislative support and funding.

Program Funding

Funds for Early Childhood Family Education come from state and local taxes, parent fees, in-kind contributions from the school district, and grants. The budget for the 1987-88 School Year was approximately $1.8 million. In several cases, TOSA are funded by external agencies.

Unique Element of Program

The Minneapolis Program has undergone dramatic change and growth since 1974. What continues to make it dynamic is the acceptance, involvement, and dedication of educators and helping professionals in providing for the health, growth, and development of the city's children. The fact that ECFE services are available to *all children*; that eligibility is *not* determined by dysfunction; and that the mayor, the city council, the superintendent of schools, the governor of Minnesota, and the state legislature all recognize the importance of early intervention makes Minneapolis an exciting place to be an educator. The coordination of community education, health social service, special education, and K-12 programs provides a global focus and a spirit of cooperation that is unique.

Developmental Placement: St. Charles Parish

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Background of the Program

St. Charles Parish is a suburban parish (county) located near New Orleans and divided by the Mississippi River. The total student enrollment in the district is about 8,300. During the 1981-82 school session, two elementary schools, one on each side of the river, piloted the Gesell Screening Instrument, designed to identify a child's developmental level. The schools used the results to place children in educational programs.

Currently, all children who enter school in St. Charles Parish in kindergarten or 1st grade (about 700 a year) are screened for developmental placement. They range in age from 4 years 8 months to 6 years 8 months.

Program Mission

The major goal of the program is to place children in developmentally appropriate early childhood classes that provide curricular experiences designed to meet each child's developmental needs. As a result of placement, children are prepared for the social, emotional, physical, and intellectual challenges of later school years.

Content of Child's Program

Because children develop at different rates, the district offers both developmental kindergarten and kindergarten classes to 5-year-olds. Teachers in the district have developed a curriculum guide (latest revision 1986) for both types of classes. Developmental kindergarten, appropriate for children who are developmentally 4- to 4½-years-old, is structured to allow more movement in a less structured environment. In these classes, teachers identify objectives appropriate for the child's developmental needs and structure a variety of child-centered, experience-based activities. The child's progress is measured through the teacher's observations with the aid of a checklist of developmental tasks.

The kindergarten curriculum is developmentally appropriate for 5- to 5½-year-old children. The curriculum has a balance of structured and unstructured tasks with both child-directed and teacher-directed activities. Emphasis is on language experiences and hands-on involvement in learning. Student progress is measured through teacher observation and a skills checklist, "Survey of Basic Skills," from Science Research Associates (1985).

Program Operation

Children who are old enough to enter kindergarten and 1st graders who are new to the district are screened to determine their developmental level and school readiness. The Gesell School Readiness Screening Test, developed by the Gesell Institute of Human Development in New Haven, Connecticut, is used to determine initial placement. A review is conducted if teachers' observations and evaluations conflict with this initial placement.

Parental involvement is incorporated into the initial screening stages of the program. In addition, informative meetings are held twice a year at each school with kindergarten students. Under the direction of the classroom teacher, parents serve as information resources, help make manipulatives for the children, chaperone field trips, plan parties, and volunteer in the classroom.

Program Staffing

The supervisor of early childhood education is responsible for the coordination, implementation, and supervision of the program. Principals at each elementary school give direct supervision to guarantee that the program is implemented appropriately. The St. Charles Parish Public School System provides teachers for developmental kindergarten and kindergarten at a ratio of 20 students per teacher. All teachers must be certified as kindergarten teachers by the state of Louisiana and must be trained to administer the Gesell Developmental Assessment. Principals, teachers, and the supervisor of early childhood education meet yearly to revise and evaluate the program.

Program Evaluation

The St. Charles Parish Public School System investigates the effectiveness of developmental placement on overall achievement of young children. Initial findings reveal that by the end of the 1st grade year, children who participate in the developmental program achieve composite SRA scores significantly higher than their peers who were eligible but did not participate in the program. Ongoing research focuses on the long-term effects of developmental placement, specifically on student achievement in reading, language arts, and math; attendance; retention; and social/emotional development.

The program has received state validation as a model program. Approximately 10 other school districts in Louisiana have used the St. Charles model to start similar programs.

Program Funding

Start-up costs for this program, funded by the local school district, included approximately $3,300 for the Gesell consultant to conduct a three-day workshop; $195 per teacher (25) to attend the workshop; $25 for testing kits for each teacher; and $37 for a package of 50 tests.

Kindergarten teachers are funded through the Louisiana State Department of Education allocation, as are regular classroom teachers.

Unique Element of Program

The unique element of our developmental program is that it was initiated by teachers, accepted by their administrators, and wholeheartedly supported by the school board.

Reference

Science Research Associates. *Survey of Basic Skills.* Chicago: 1985.

A Prekindergarten Instructional Television Program: The Brownsville Model

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Background of the Program

In 1980, statistics showed that 95 percent of the district's kindergarten children would begin their school year speaking little or no English and that the trend would continue. Compounding the problem was the fact that 70 percent of these children came from low-income families. The demographic data, coupled with the results of a districtwide survey, showed an urgent need to develop a preschool model that would prepare students for formal schooling; promote the important influence of parents in their child's school success; and, in so doing, increase the effectiveness of kindergarten teachers.

Faced with the dilemma of designing a preschool program for limited-English-proficient (LEP) children that would involve parents and use limited financial resources, the district opted for an alternative, innovative program that was effective and affordable. In 1980, the federal Office of Bilingual Education and Minority Language Affairs awarded the district a three-year grant to develop El Arco Iris (The Rainbow), a prekindergarten instructional television program.

At the end of the grant period, a decision was made, based on the positive impact of the program on its graduates' performance in kindergarten, to continue funding the program on the 12 original campuses using state and local monies. All principals and kindergarten teachers where the program had been implemented supported this continuation. In 1984-85, all of the district's 24 campuses were implementing the program. By 1986-87, the program included 600 students and their parents, 16 instructional aides, and a program coordinator. The project has produced 36 videotapes with an English and a Spanish lesson. Although this model was designed to meet the needs of a bilingual population, the format is appropriate for school districts that want to involve parents in the education of their children, provide low-cost prekindergarten instruction, and produce their own videotaped lessons.

Program Mission

El Arco Iris is founded on the belief that all children can learn and that all children benefit from an environment that responds to their needs. The district believes that early childhood bilingual programs should:

- Use the learner's native language.
- Provide a firm base for other academic learning experiences.
- Give attention to the physical, social, emotional, and cognitive needs of LEP preschool children.
- Include a learning environment, teaching strategies, and content that responds to the developmental learning needs.
- Employ staff members whose attitudes and behavior reflect an understanding and appreciation of how young children learn.
- Recognize a need to increase the environmental experiences of LEP preschoolers and their parents living in target areas of the community.
- Promote maximum language development in both English and Spanish.

El Arco Iris was designed to upgrade the entrance level readiness skills of prekindergarten LEP children. The general goals center on four skill areas: cognitive, physical, social/emotional and language development.

Program Operation

El Arco Iris incorporates instructional television into the child's daily lessons. In developing the lessons, an assumption was made that preschoolers learn concepts primarily through direct, personal experience. Thus, television supplements actual face-to-face lessons with children and their parents.

Parental participation is mandated. If a parent or relative does not attend the class, the child cannot participate. Two 1½-hour sessions are offered each week. First, parents and children view major parts of the instructional videotape together. Following the tape, they are grouped separately with two instructional aides. The children's aide reinforces the objectives of the lesson, and the parents' aide discusses the lesson and demonstrates at-home enrichment activities. Parents are coached on how they can improve their children's academic achievement and self-concept at home.

The children's lessons were derived from many sources including the *Bilingual Early Childhood Program Level Two* by the Southwest

Educational Development Laboratory (SEDL) of Austin, Texas, and the *Peabody Early Experiences Kit (PEEK)*. The SEDL program was selected because it was developed for preschool children, written in both Spanish and English, and met many of the program goals and objectives. PEEK was also developed for preschool age children, met the many goals and objectives of the project, and had many bright, attractive teaching pictures.

Each videotape contains a lesson, storytelling segment, and home activity. Each videotape lesson generally covers some aspect of visual and auditory skill development and contains such elements as field trips, puppets, and characters. Videotaped field trips are designed to broaden the children's experiences while increasing their vocabulary. Puppets and characters are used for developing expression, enhancing communication skills, and reinforcing concepts. The main goal of the storytelling component is to help the children learn to listen; a secondary goal is to enable them to sequence ideas, increase vocabulary, and enlarge their experiential background. The home activity component provides the children with opportunities to develop fine motor skills and review newly learned concepts.

The videotape themes focus on the child, family, and the community. Many holiday themes are introduced as a way to help the child learn about the cultural context of the community.

The total program can be implemented at any school location (classroom, library, cafeteria) where chairs and two or three tables are available for 90 consecutive minutes. A videocassette recorder and color television are needed in addition to typical classroom materials such as scissors, crayons, construction paper, and glue. Twenty-six videotape lessons have been developed for the program.

Program Evaluation

Student achievement gains are determined through pre/post test results on the Cooperative Preschool Inventory (CPI), which assesses language development and general cognitive skills and concepts among 3- to 5-year-olds. Both English and Spanish versions of the CPI may be administered. Results are compared against the norm group or gains of a group of nonparticipating students in the district.

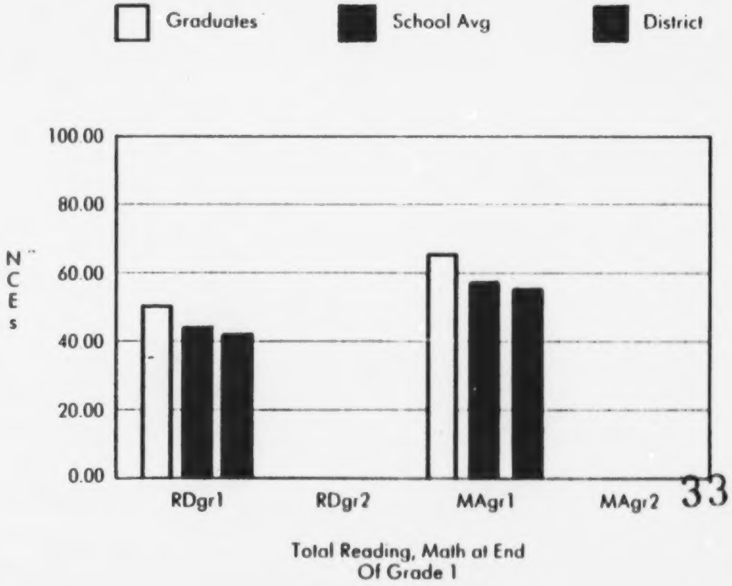
The average attendance of El Arco Iris students from 1980-84 ranged from 58 to 70 hours each school year. Students with more than 12 hours of instruction improved significantly in both English and Spanish reading readiness. Program graduates who have completed 1st and 2nd grade average higher normal curve equivalent levels in reading and math than other students in their home school and districtwide. Figure 7.1 shows results of the Comprehensive Tests of Basic Skills (CTBS) administered in English.

On a questionnaire administered to parents, 100 percent of the respondents stated that they were satisfied with the services of the project, 70 percent stated that their children's English usage had improved, and 100 percent stated that they were pleased with their children's level of academic progress.

In 1985, El Arco Iris was validated as an exemplary program and selected for the Demonstration Programs for School Improvement Network by the Texas Education Agency.

Figure 7.1

Follow-Up Data for 1981-82 Graduates, N = 74



Program Funding

The program, excluding videotape development costs, is approximately $300 per student. A new adoption site could expect to budget $50 per lesson for the cost of reproducing videotapes and materials and $300 per student to pay for staff and support personnel. The more teams in a district, the lower the cost per pupil since only one coordinator is needed for any number of teams. Districts may also opt to use only the children's lessons or only the parent's lessons.

Visitors to the various program sites are welcome by appointment. The program may be modified by school districts offering daily preschool and summer school programs.

Most Significant Feature of Program

El Arco Iris combines educational techniques with technology (instructional television) to create an effective teaching tool, emphasizes parents' importance and support in the early education of children, enables school districts to offer a preschool program without sacrificing a teacher or classroom, and demonstrates to school districts how to create their own videotape lessons.

Public School Montessori Program: Dallas

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Background of the Program

The Dallas public school Montessori Program was established in 1976 to comply with a federal desegregation order. Housed at Amelia Earhart Elementary School, which also ran a traditional program, the Montessori program began with 100 4th and 5th graders in 5 classrooms. In 1978, another classroom for 1st, 2nd, and 3rd graders was added to offer the Montessori experience to more children coming into the upper-grade program. And in 1981, the first classroom for 5-year-olds was opened.

The program moved to L.L. Hotchkiss School in 1984. This was a total Montesssori campus with two kindergarten units, 9 grade 1-3 units, 10 grade 4-6 units, and 4 grade 7-8 (500 students). With the addition of 2 more grade 7-8 units, the program now serves 550 students.

Program Goal

The major goal of the Montessori program is to prepare children for life. Montessori is a philosophy, methodology, and curriculum premised on the idea that children have "absorbent minds" and an innate desire to learn. Given the proper environment and freedom, children will direct their own learning activities.

Content of Child's Program

Learning is by self-discovery. The Montessori method places the responsibility for learning on the student, who actually learns from the environment, not from the teacher. The teacher is a dynamic link between the class environment and the student, and it is through this link that learning takes place.

The use of special Montessori equipment is a key feature of the L.L. Hotchkiss Montessori Academy. Through manipulation of such materials as a geometric cabinet and grammar boxes, students learn not only the fundamentals of mathematics, language arts, social studies, and science, but also how to combine facts and arrange data in new and exciting ways. Additional subject areas include geometry, preparation for algebra, botany, zoology, computers, astronomy, ecology, and the history of man. The Suzuki Strings program, piano, art, and physical education are all provided by certified teachers in each area.

The child must master each unit of study before moving on. Mastery is noted by visual, oral, or written evaluations that depend upon the exercise being evaluated. Large units of subject evaluations are seldom used.

Program Operation

District students who want the special emphasis available at this Montessori school are eligible. The student must be:

- in the 50th percentile or greater on standardized tests in reading and mathematics
- able to receive instruction and follow through independently with self-control
- recommended by the sending school/teacher
- accepted through parental and student interviews.

Students who meet these criteria are accepted based on the date of receipt of the application and within court ethnic guidelines: 40 percent black, 20 percent Latin American, 40 percent other.

Transportation is provided by district school buses where 20 or more students live close together and request it. School classes begin at 8:15 A.M. and end at 3:15 P.M.

A large number of parents are active in the Parent Teacher Association. Parents who are new to Montessori education are encouraged to attend parent education meetings on the Montessori method, philosophy, and curriculum.

Since the educational program at L.L. Hotchkiss is a public school program, it is administered and supervised like any other state program. Staff members must meet all state accreditation and certification requirements; all classroom teachers and principals are also Montessori certified.

Program Evaluation

Program evaluation at Hotchkiss is ongoing; the state and district grade-level curriculum standards are tested regularly. Students' average scores are consistently in the top 10 percent of the district schools.

Unique Feature of the Program

The Montessori classroom environment is the unique element of the program. It fosters students' independence and personal responsibility for learning, willingness to take risks, sense of social responsibility, and love for learning.

Child Development Program: Pomona

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Background of the Program

The first Children's Center in Pomona was established in 1969. Today, Pomona's Child Development Program provides child care and development services in a variety of settings to approximately 900 children aged 6 weeks to 14 years.

Head Start and State Preschool programs are comprehensive prekindergarten programs that operate part day using the High/Scope curriculum. Parent involvement is emphasized.

School Age Parenting Infant Development program provides child care to the infants and toddlers of school-age parents who are completing their education. This program also provides funds to teach parenting skills to both parents and nonparents.

Children's Centers provide year round child care/development services to the infants, toddlers, preschool, and school-age children of parents who are working or in training. These services are offered during the day, the evening, and on weekends. Services are also offered to the mildly ill child. Families are eligible for Children's Centers based on their income and pay fees on a sliding scale. The High/Scope curriculum is used at the centers.

School Age Community Care Services is a program for "latchkey" children and is now a part of the School Age Child Care program of the District. Fees are on a sliding scale to eligible families; others pay full cost.

The Child Care Food Program provides breakfast, lunch, supper, and meal supplements to the Child Development Programs.

Resource and Referral provides child care information and assistance throughout a wide geographical area.

Child Protective Services or Respite provides limited-term child care to families of any income level who are under stress. This is provided through a system of subcontracts with licensed group centers and licensed family day-care homes.

Alternative Paymentis a program that provides continuing child

care/development services to eligible families on a sliding fee scale basis. These services are provided through a network of licensed family day-care homes and licensed group centers.

Program Mission

The purpose of the program is to provide quality child care/development services so that parents can become or remain self-sufficient.

Content of Child's Program

Pomona adopted the High/Scope Curriculum model (Hohmann et al. 1978). The implementation of the curriculum is coordinated by a member of the staff who is a High/Scope trainer. Teachers use instructional approaches recommended by the High/Scope Curriculum. Child progress is measured by a local instrument.

Eligibility is defined by state and/or federal requirements. Formal testing occurs only in Head Start.

This year-round program operates seven days a week, with child care services offered as early as 6:00 A.M. and as late as midnight. Part-day programs such as Head Start and State Preschool operate 175 days each year. Parents are involved as advisers to and as participants in the classroom.

Administration and Supervision of the Program

The program is administered by a full-time administrator, a coordinator, and a program assistant. At schools, the principal is included in the supervision of Head Start personnel.

Each Child Care/Development Center is directed by a head teacher. Other staff members include teachers who must hold an appropriate teaching permit issued by the state and instructional aides. The program also has one full-time and one part-time nurse, one part-time licensed psychologist, and clerical and custodial staff.

Program Evaluation

The program is subject to an annual quality review. This is a self-review that measures all aspects of the program. In addition, the state participates in the review process every third year. Quality review is ongoing.

California has used the Pomona program as a model for infant care. It was 1 of 13 public school prekindergarten programs selected by Bank Street College for a national study.

Program Funding

Except for Head Start, all funds come from the California State Department of Education and from parent fees.

Alternative Payment Child Care	190,028
General Child Development	1,622,440
Head Start/State Preschool	404,829
State Preschool	146,463
Respite	22,866
Resource and Referral	104,488
School-Age Parenting Infant Development	116,363
Latchkey	57,074
School-Age Child Care, Parent Supported	104,151
Child Care Food Program	180,000
Local—Parent Fees, Interest, Other	54,000
Total	**3,002,702**

Unique Element of the Program

The program is diverse. It operates seven days a week, year round, with services as early as 6:00 A.M. and as late as midnight. There is a program for children who are mildly ill. There is also a resource and referral component that is a part of the state's Resource and Referral Program. Short-term child care is available for parents under stress. The School Age Parenting Infant Development Program permits students who are parents to complete their high school education.

Reference

Hohmann, M., B. Banet, and D. Weikart. *Young Children in Action*. Ypsilanti, Mich.: High/Scope Press, 1978.

Large Urban District: The District of Columbia Model

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Background of the Program

Beginning as early as 1898, Washington, D.C., Public Schools (DCPS) have supported early childhood education with public kindergarten. Full-day preschool centers for 3- and 4-year-olds were established by DCPS in 1964 through an experimental model school system. The pre-K program was widely implemented by 1968. Three years before the passage of PL 94-142 (the Education for All Handicapped Children Act of 1975), DCPS was providing center- and home-based programs for developmentally delayed 4- and 5-year-olds. Early special educational programs for 3-year-olds was extended after 1975. In response to the needs of teen parents, DCPS opened an infant/toddler center in a public high school in 1981. Expansion of this program to three additional high schools was planned for the 1987-88 school year.

Approximately 11,000 children from 6 weeks through 5 years of age are currently served through early childhood programs in DCPS. At-risk infants of low SES teen parents and children eligible for Head Start are included in the student population, along with 3,500 4-year-olds enrolled in 174 prekindergarten classes and 6,600 kindergartners in 283 classes in the 120 public elementary schools. DCPS is truly unique in both its historic and widespread support of early education experiences for its children.

Goal of Program

The goals of the DCPS Early Childhood Program include:

- Building upon the knowledge, strength, and life experiences that children bring to school.
- Providing for the development of the whole child.
- Ensuring a healthy, safe, and secure environment that provides optimal learning.
- Promoting parent-professional partnerships for effective early childhood education.

- Providing a professional development program for staff to enhance and promote the knowledge, skills, and competencies required to implement the goals and objectives of the early childhood programs.

The program aims to provide educational experiences that respect the individual growth and cultural patterns of children from birth to 5 years of age with equal attention and care given to their emotional, physical, intellectual, and social development.

Content of Child's Program

Consistent with the DCPS competency-based curriculum approach to education, prekindergarten and kindergarten curriculum guides contain specific sequenced objectives that provide teachers with organized monthly units designed to integrate skills. The curriculum emphasizes development across physical, social, emotional, and intellectual areas, and learning centers provide a selection of activities for children. Classrooms differ in the degree of teacher- and child-initiated activities. Student progress is measured by observation techniques; curriculum guides give teachers descriptions of what to look for as children respond to activities. Progress records are maintained for each child, and each school has the services of a school counselor who consults with the speech therapist, school psychologist, nutritionists, or nurse in special cases.

Operational Details of the Program

Children who turn 4 or 5 by December 31 of the school year are eligible for prekindergarten or kindergarten respectively. At the time of enrollment, parents must present the child's birth certificate, proof of residency, record of immunizations, and completed medical and dental evaluation forms. Prekindergarten students are enrolled on a space-available basis. Kindergarten-aged children are given priority in the enrollment process, and their neighborhood schools are required to accommodate all who wish to enroll.

Class sizes are set at 20 for kindergartners and prekindergartners with a teacher and an aide. All prekindergarten and kindergarten students attend all day (9:00 A.M.-3:00 P.M.). The Metropolitan Readiness Test is administered to kindergarten children in October; prekindergarten teachers are required to complete the prekindergarten Observational Checklist for each child by the end of November.

Parents are necessary partners in the early childhood program.

They are required to attend parent conferences, are encouraged to participate in self-selected activities, and are informed regularly of the program through a monthly parent calendar, classroom visits, notes, and telephone calls.

Administration and Supervision of the Program

Early childhood programs in DCPS are administered by four regional assistant superintendents who are responsible for all programs in schools within their regions. Principals are responsible to the regional superintendents and for the supervision and implementation of the early childhood program in their schools. Each of the four regions has a support staff to assist the local schools. The Early Childhood Office coordinates all of the programs.

Program Staffing

All teachers of prekindergarten children must be college graduates and meet the prekindergarten/kindergarten certification requirements. Kindergarten teachers are generally certified as elementary school teachers (K-6). Many of them, however, have prekindergarten/kindergarten certification.

Program Evaluation

A preliminary evaluation of DCPS pre-K programs in 1969 indicated that as a result of early educational experiences, children improved primarily in the use of language. Research begun in 1987 will determine differential program effectiveness, short- and long-term influences of pre-K on overall development, and the impact of environmental factors on school competence. As three successive cohorts of pre-K and at-risk children are followed through DCPS, comparisons with the performance of children lacking pre-K experience will indicate the effect of early education on our urban school system. Program quality (using the guidelines of the National Association for the Education of Young Children and the Southern Association of Children Under Six) is being monitored, as well as the extent to which goals of pre-K programs are understood and accepted at the local school level.

Students, educators, and other citizens responded positively to a 1987 survey of their perceptions of the program.

Program Funding

Approximately $12 million from regular appropriated funds support the strongest elements of the program. Additional funds are available through social services agencies, federal funds for Head Start, and private foundations.

Strongest Element of the Program

Community and administrative support, as well as the three-year evaluation study, are the strongest elements of the program.

Early Prevention of School Failure: A Nationally Validated Program

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Background of the Program

The Early Prevention of School Failure Program (EPSF) was originally developed and field tested from 1971-1974 in 13 school districts located in Will and Kankakee Counties of northeastern Illinois. Currently, the program serves over 50,000 young children identified as being at risk in preschool, kindergarten, and 1st grade classes throughout the United States, Canada, and Virgin Islands.

Program Mission

Each child's developmental level in language, auditory, visual, and motor skills and preferred learning style is identified. Based on this diagnosis, the program provides classroom teachers, specialists, and parents with effective teaching strategies and curriculum resources to meet the educational needs of at-risk students.

Program Operation

To determine each child's developmental level and preferred learning style, all 4-, 5-, and 6-year-old children are screened with five validated instruments, a parent interview form, and an observation scale. From this information, it is determined whether the child is functioning more than one year below his or her chronological age in language, auditory, visual, or motor skills. A child found to be functioning below level becomes eligible to receive 15 to 20 minutes of special programming daily.

Children who score in the moderate or considerable need areas in language, visual, auditory, fine motor, and gross motor are grouped for instruction. The teacher plans 10- to 20-minute lessons per week for each modality area. A variety of resource materials in the concrete, semi-concrete, and abstract areas are provided for the teacher to effectively teach the 52 pre-academic skills necessary for future success. A curriculum guide and many activity guides are available.

Parents have several opportunities to be actively involved in the program. In addition to providing teachers with suggestions for helping their own child, they may work in the classroom and meet with other parents to discuss ways of helping all children achieve school success.

Administration and Supervision of the Program

The building principal is the important educational leader in implementing this program. The principal is encouraged to participate in the initial two-day inservice program, assist with parent orientation, and monitor the ongoing program.

The EPSF Program is implemented in the regular classroom by preschool, kindergarten, or 1st grade teachers with support from specialists and parents. Before instructing in the program, teachers receive two days of inservice training on how to administer the five screening instruments, use the computer program, and provide direct modality instruction for at risk students. Special education, Chapter I, and physical education staff members may also be involved.

Program Evaluation

Annual reviews and several ongoing longitudinal studies provide evidence that the program works. New schools that become involved in the program must agree to submit pre- and post-test data collection the first year they use the program.

This nationally validated program has received much recognition and approval since the first national validation in 1974. Recent recognition includes National Re-Certification, 1984, and recognition by the U.S. Office of Education and by numerous states, 1984-87, as an effective "program to address the 'at-risk' students." Awards include the Educational Pacesetter Award presented by the President's National Advisory Council on Supplementary Centers and Services, 1973; United States Office of Education for Outstanding Education Contribution to ESEA, Title I/NDN, 1978; and Recognition as an Outstanding National Migrant Program, 1986.

Program Funding

The EPSF Program is funded by the U.S. Office of Education for dissemination to other schools through the National Diffusion Network. In addition, selected states have identified that the EPSF Nationally Validated Program qualifies for funding through Chapter

II, Chapter I, Bilingual, Special Education, Gifted, At Risk, and Migrant monies. The California Legislature has funded the program since 1985 at over $400,000 yearly.

Unique Element of the Program

The nationally validated program continues to produce documentation that it works for children in all types of settings and where English may be a child's second language. The program is committed to maintaining high expectations for the achievement of all students regardless of family background or social class.

The Integrated Kindergarten Program: Fairfax County

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Background of the Program

In response to teachers' and principals' concerns about the proliferation of curriculum content, instructional objectives, and materials in the elementary school, Fairfax County Public Schools took on the task of integrating the curriculum into a sound, balanced, manageable instructional program beginning with kindergarten. This project was initiated by the district's Department of Instructional Services in February 1984. Teachers, principals, and curriculum specialists identified the instructional needs of young children, as well as the curriculum content and learning processes that would best address the children's needs.

Currently, the program serves 9,750 students, 4½ to 5½-years-old, who are in kindergarten and selected special education classes. The curriculum incorporates "response lessons" for identifying and challenging potentially gifted students.

Program Mission

The major goal of the Integrated Kindergarten Program is to provide a sound, balanced instructional program that integrates learning for young children. It incorporates the content and process objectives from *all* subject areas and allows teachers to meet the social, emotional, physical, and intellectual needs of children in their classrooms. Through participation in the curriculum, children have learning experiences that enable them to communicate orally; interact with others; solve problems; think critically; inquire; observe; create; and develop concepts for reading, writing, and computation.

Content of Child's Program

The Integrated Kindergarten Program is designed to provide students with a sound foundation for future learning. The focus is on the child as an active learner; the curriculum is designed and implemented to emphasize the process of learning.

The kindergarten curriculum is organized into three major instructional strands: integrated language arts, mathematics/science, and music/movement.

Integrated Language Arts Strand. This strand provides 10 thematic units of study that incorporate content and objectives from the language arts, social studies, environmental science, art, and health. The units—Names and Address, All About Me, Working Together, Families, Foods, Senses, Weather/Seasons, Mapping, Plants, and Animals—provide many integrated, activity-oriented experiences. Children are continually involved in oral communication, including listening and speaking; reading; and writing. The suggested broad and open-ended learning experiences allow all children to experience success at their own developmental level.

Mathematics—Science Strand. This strand provides experiences in the areas of mathematics and physical science. Objectives, inquiry experiences, and manipulative materials are organized into six instructional units. Units such as Free Exploration, Sorting and Classifying, Number Concepts, Patterns, Comparing, and Number Experiments are presented to children in a manner that promotes the basic understanding of mathematics and science concepts before requiring children to work with abstract symbols. Manipulative materials for mathematics and equipment to organize and store these materials have been provided to every kindergarten teacher in Fairfax county.

Music—Movement Strand. The music/movement strand integrates content and objectives to provide learning experiences in the areas of music and physical education. Children are involved in activities that emphasize the development of perceptual-motor skills, physical fitness, coordination, musical skills, and creative expression.

Operational Details of the Program

The Integrated Kindergarten Program is used in all kindergarten and designated special education classes for young children in Fairfax County Public Schools. A three-part evaluation package has been developed and was being piloted in select schools during the 1987-88 school year. This package consists of an initial assessment instrument, a curriculum checklist for teachers, and a report card.

Parent education is an essential component of the program. Materials have been developed for principals and teachers to use with parents in orientation and open-house sessions. They include transparencies with a script that gives an overview of the program and six videotapes that address subjects such as readiness for kindergarten, curriculum, and play theory. Teachers are also provided with parent materials that explain the program and provide activities for home learning.

Staff Development for the Program

Strong staff development assured successful implementation of the curriculum. Workshops were held during contracted time and substitute coverage was provided. Additionally, the workshops were planned and conducted by kindergarten teachers and curriculum specialists. The workshops were spaced so that teachers could try out the language arts strategies with their classes before they returned for the next workshop. Teachers were directly involved in classroom observations, sharing, coaching, and feedback.

Program Evaluation

Teachers were involved in all stages of developing, implementing, and evaluating this program. Groups of elementary school principals also reviewed curriculum materials and were asked for recommendations. In addition to field testing the program in 8 elementary schools, the curriculum materials were distributed to 287 kindergarten teachers and stamped "draft." In so doing, all kindergarten teachers in Fairfax County Public Schools had an opportunity to use, evaluate, and suggest revisions before the program was finalized.

Evaluations by teachers indicate that the Integrated Kindergarten Program has:

- eliminated curriculum overlap
- simplified planning for instruction
- infused effective curriculum research on oral language development, reading, writing, and mathematics into the program
- provided a manageable, objective-based instructional program that is sound, balanced, and integrates learning for young children. Metropolitan Readiness Test scores are being monitored.

Program Funding

Staff and Curriculum Development	$41,000 for 2 years
Student Materials	$15 per student
Students Served	9,750
Teachers Involved	287

Strongest Element of Program

The program was the result of a collaborative effort by many knowledgeable, creative, and caring educators determined to provide ways of pulling subject areas and learning processes into a manageable, child-oriented curriculum.

The curriculum project:

- responded to the concerns of teachers
- was conceptually sound and based on research and experience
- was created, tested, and revised by teachers
- provided a staff development program that actively involved teachers in classroom observations, coaching, and feedback sessions
- provided teachers with lesson materials, manipulatives, furniture, and techniques for managing instruction
- provided ongoing support to teachers through newsletters, staff visits, inservice training sessions, parent education programs.

Pre-1st Grade: Broward County

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Background of the Program

This program was established in Broward County, Florida, as a pilot program in 10 elementary schools in the 1981-82 school year. Five schools were experimental, and five were control schools. Since that time the program has expanded to include all 100 elementary schools.

The Broward County Public School System currently serves approximately 2,000 pre-1st grade students each school year. Pre-1st grade students are required by Florida Statute to be 5 years old on or before September 1 of the kindergarten entry year. Students who participate in the pre-1st program are those who need additional readiness before the formal structure of 1st grade.

Program Mission

The major goal of the program is to provide curricular expectations and outcomes compatible with classroom activities relevant to the student's intellectual, social, emotional, and physical growth and development.

Overview of Program

Students who have satisfactorily completed kindergarten but who are not yet ready for the formal reading program of 1st grade are eligible for pre-1st grade placement. Parents have the option of electing pre-1st or 1st grade placement.

The student's kindergarten program is a diagnostic-prescriptive year. The program is served by the school staff and an interdisciplinary team (consisting of a psychologist, speech clinician, audiologist, social worker, educational specialist, and team leader). The screening program includes both a health and an educational component and provides numerous screening and follow-up measures.

The pre-1st grade is a full-day, year-round program. Parents

are encouraged to attend seminars offered during the spring of the kindergarten year, to visit classrooms, and to volunteer their services.

The pre-1st grade curriculum emphasizes language experiences. Teaching strategies focus on exploration and discovery through interdisciplinary experiences. Two programs, *Language Experiences In Reading*, published by Encyclopaedia Britannica Educational Corporation, and *Happily Ever After*, published by Addison-Wesley Publishing Company, are used.

Student progress is measured by classroom observation and program objective tests that include the mastery of minimum basic skills. Teachers of pre-1st grade students hold conferences with parents rather than send home a written report card, and students are exempted from the countywide test program until the end of the 1st grade.

The program is administered and supervised by the elementary school principal and primary specialist. Each classroom is staffed by a certified teacher and teacher aide.

Program Evaluation

Evaluation studies have established that students who attend pre-1st classes are more popular than those whose parents rejected the recommended pre-1st option and entered their children directly into 1st grade. Developmental maturity, as measured by the Gesell School Readiness Screening Test, was significantly associated with future success on achievement tests. In addition, decisions about placement into the pre-1st grade program were based primarily on academic readiness rather than Gesell results.

A 1987 evaluation followed up on students who entered the 1st grade during the 1982-83, 1983-84, 1984-85, and 1985-86 school years. Each group was divided into four levels:

- students who attended pre-1st grade
- students whose parents rejected pre-1st placement
- regular 1st grade students
- students who failed kindergarten

Withdrawal, failure rates, and achievement test results indicated that placement in a pre-1st program was not a significant factor in determining whether students remained in school. However, students who attended pre-1st classes had the lowest failure rate.

In addition, the findings showed that pre-1st graders obtained better achievement test results in terms of their ability than did those whose parents opted for 1st rather than pre-1st grade. The establishment of the pre-1st programs has made a positive impact upon student achievement in the county.

The Broward County Pre-1st Grade was featured on Dan Rather's CBS evening news in December, 1985, as well as in numerous newspapers and magazines.

Program Funding

This program is funded like all program in Florida. The funding formula is based on full-time equivalency. No additional funds support the program; rather, it is a reorganization of the primary grade structure.

Program Strengths

The two strongest outcomes of the program, as identified by the longitudinal study, show that:

- Students who attend pre-1st grade become more popular, self-assured, and develop a high degree of self-worth.
- Pre-1st grade students obtain higher test scores in terms of their ability than their peers who rejected the pre-1st grade option.

Integrating Special Needs Learners into Mainstream Classrooms: Westside Community Schools

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Doreen Schelle, Special Education Teacher
Westside Community Schools and
Westside Early Childhood Centers
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Background of the Program

The Westside Community Schools established a program of early childhood education in 1968 to examine the significance of early childhood years for subsequent education, and to determine the role the public school should assume in early education and development of children.

The first preschool was housed in a portable unit. In 1977, the program expanded to include a day-care component to serve children whose parents worked outside of the home. In August 1977, a preschool was opened at another elementary school, and the care component was added in 1982. Since 1982, preschools with a care component have been established in four schools. A toddler program was added in the fall of 1987.

Westside Early Childhood Centers had a total enrollment of 478 children for the school year 1987-88, with 15 toddlers (18 months to 3 years old), 253 preschoolers (3 to 5 years old), 174 school-aged children (5 to 12 years old), and 36 special needs children.

The children represent the total spectrum of learning styles, abilities, and special needs (e.g., mentally handicapped, multihandicapped, orthopedically impaired, speech-language impaired, hearing impaired, and other health impaired).

Program Mission

The major goal is to provide high-quality education and care for children year-round. This includes toddler care, preschool education, preschool day care, and before school and afterschool care encompassing children from 18 months to 12 years.

The goal for the special needs component is to provide a least restrictive environment for the handicapped child. The majority of children are cared for in a totally integrated learning environment.

Westside Early Childhood Centers believe in the philosophy of learning through play. Daily lesson plans reflect the High/Scope philosophy and curriculum.

Overview of the Program

Program eligibility is defined by the guidelines of Nebraska's Rule 51 (1987). A Multi Disciplinary Team uses several formal tests to determine the handicapping conditions of the child. Multi Disciplinary Team members are a school psychologist, speech therapist, occupational therapist, physical therapist, vision specialist, hearing specialist, or an educational diagnostician.

Children are placed in one of the district's six Early Childhood Centers. In four of the centers, speech- and language-delayed children are mainstreamed. One center serves all mainstreamed special-needs preschoolers.

A typical day at Westbrook Early Childhood Center where the special needs preschooler is mainstreamed follows this general schedule.

7 A.M.-9 A.M.	Before school care
9 A.M.-11:30 A.M.	Preschool (special needs children mainstreamed)
11:30A.M.-12:15 P.M.	Lunch; Feeding program for severely/profoundly handicapped children
12:15 P.M.-6:00 P.M.	After school care
1:00 P.M.-3:30 P.M.	Special needs preschool with some mainstreaming in day-care

The curriculum is implemented through the High/Scope philosophy and techniques (Hohmann et al. 1978). Specially designed materials and activities help develop skills and concepts through directed and free play periods. Children are encouraged to be independent and experiment with their environment. They are allowed to use their senses to learn about the world around them.

Hands-on, active learning is carried out in all instructional approaches. Children experience active learning, language, representation, classification, seriation, number concepts, spatial relations, time, and movement.

There is an open door policy for parents at all of the centers. Parents are encouraged to visit, volunteer, provide snacks, or be a story teller. Parents are informed of the concepts and activities that the children are working on and encouraged to share their own resources with the preschool program.

The parents and teachers have organized the Parent Advisory Committee (PAC). Through PAC they share in policy making, discuss problems, and conduct special projects.

Program Staffing

Programs are staffed with the following ratios:

Toddlers (18 months-3 years)	1:5
3-year-olds	1:8
Preschool	1:10
School-age	1:10-1:15

The director must have a Masters in either Early Childhood Education or Elementary Education or a Bachelors Degree plus 36 hours in Child Development or Early Childhood. Head Teachers, who administer the programs, are required to have a Bachelors Degree in Elementary Education with a Child Development or Early Childhood Endorsement and hold a valid Nebraska State Teaching Certificate.

Lead teachers must have a Bachelors Degree in Elementary Education or a related field. Their responsibilities include making plans, organizing and leading activities for children in the center, supervising assistant teachers, and working cooperatively with parents and staff. Special needs teachers must have a degree in Special Education and a valid Nebraska State Teaching Certificate.

Each center also has assistant teachers, clerical aides, and student aides who supervise children in activities, direct children in eating and toileting, and help in the upkeep of the center.

The program is administered by the supervising principal and director of Early Childhood Centers, who work closely with the head teacher and the department head of special education. Each of the head teachers is directly responsible for the supervision of the lead teachers, assistant teachers, clerical aides, and student aides under them.

Recognition of the Program

The Westside Early Childhood Centers were 1 of 12 programs across the nation chosen for a national study on exemplary public school programs conducted by Bank Street College.

Program Funding

The six Early Childhood Centers are conducted through the Westside Community Schools Foundation, Inc., a non-profit, tax-exempt organization incorporated in 1975.

Funding sources are:

- *Local.* (District 66) Building space, utilities, custodial services, administrative time and transportation.
- *State/Federal.* Preschool handicapped (special education pays tuition for mainstreaming).
- *Parent Advisory Council.* Emergency tuition fund, fund raisers.
- *Tuition/Parent Fees.* Major revenue.

Tuition costs are determined by number of days served (two to five per week) and whether the child participates in extended day-care programs.

Strongest Program Element

The length of time that the Westside Education Childhood Centers have been operating is in itself a unique factor. But, the strongest factor of the program is the mainstreaming of the special needs children into the regular education preschool. Through daily interaction, regular education children learn to accept and understand human differences. Regular education children serve as age appropriate role models for the special needs learners.

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Nebraska Department of Education. Rule 51. Regulations and Standards for Special Education Programs. Title 92, Nebraska Administrative Code-Chapter 51

Developmental/Experiential K-1 Early Childhood Program: Chapel Hill

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Background of the Program

The Chapel Hill program at Seawell Elementary School serves 52 5- and 6-year-old children in a public school setting. Seawell was built in 1970, and the developmental early childhood program has been in place since that time. Children who attend the school live in its attendance area and come from diverse ethnic and socioeconomic backgrounds. Children are grouped heterogeneously, and a wide range of intellectual levels is served. Educationally handicapped children are typically mainstreamed into this program.

Program Mission

The major goal of this program has been to translate developmental theory into appropriate educational practice for young children. Four basic guidelines have been drawn from the large body of developmental research (Bloom 1981; Carroll 1963; Elkind 1986; Piaget 1952):

- Early childhood education should focus on the *total* child, taking into consideration the cognitive, affective, and psychomotor growth of the child.
- The curriculum must be organized around the developmental needs, interests, and learning styles of each child, rather than around a single test, curriculum guide, or time schedule.
- The learning environment must encourage each child to actively participate so that he or she can learn through observation, exploration, and verbalization. Self-expression should be encouraged through writing, drawing, and movement activities.
- In an early childhood classroom, *how* the curriculum is taught is as important as *what* is taught. Process is as important as product for young children.

Overview of the Program

Children enter kindergarten if they are 5 years old by October 16. They attend the Seawell program if they live in the attendance area served by the school.

The Early Prevention of School Failure (EPSF) Program is used to assess all entering kindergarten children. The EPSF materials are designed to measure a child's relative strengths in five modalities: fine motor skills, gross motor skills, receptive and expressive language, auditory, and visual memory and visual discrimination. Children who have developmental delays in any of these areas have their classroom program individualized to meet their needs. Children with delays are retested in the spring to determine their progress.

Seawell follows the regular North Carolina school calendar. The length of the school day for elementary students is six hours. Afterschool care is available at Seawell for working parents. Children also have the opportunity to attend a variety of tuition-based afterschool enrichment activities such as math games, puppetry, breadmaking, and computer applications.

In the developmental curriculum, children develop skills in areas such as art, research, language, listening, reading, physical education, dramatic play, math, science, social studies, music, and writing. Three components of curriculum organization and three components of classroom management form the basis for the implementation of the educational program. The curriculum organization components include learning centers, skills groups, and units of study. The classroom management components include color coding, written contracts, and internal and external aspects of discipline.

Each child's progress is determined through a variety of measures. Anecdotal records, individual checklists of developmental tasks and cognitive skills, and portfolios of work are kept for each student. On a daily basis, children are given immediate feedback on products and written work. As a result, children achieve an appropriate level of mastery on one activity before beginning another. Each child also has a daily conference with the classroom teacher to review contract activities and projects. The child's work is attached to the contract and sent home each day.

Special Interdisciplinary Services

Resource teachers in art and music and the librarian meet with the children weekly. The physical education teacher is scheduled twice weekly. While the resource teachers are meeting with the children, classroom teachers are scheduled for planning periods. A "primary resource" teacher is also available to work with children who have developmental delays. Typically, a child might work with the primary resource teacher two or three times weekly for a 30-minute session.

Parent involvement is encouraged on a variety of levels. PTA functions are structured around individual classrooms rather an than entire school. For example, parents attend classroom orientations, "back-to-school" nights, and evenings where the children share their accomplishments in art, music, and physical education. Parents are encouraged to volunteer for field trips, tutoring, field days, and other classroom activities. An open visitation policy is actively encouraged by the school principal. Parents also help plan classroom enrichment activities. Newsletters and memos keep parents informed about curriculum and classroom structure.

In addition to informal contacts, parents have two regularly scheduled conferences with the classroom teacher each year. Teachers also schedule one or two night conference sessions in order to accommodate working parents. Report cards are sent to parents four times a year. In addition, standardized achievement tests are administered to the 1st graders in the spring.

Administration and Supervision of the Program

Seawell has one principal who is responsible for both curriculum and support services. Seawell is a "project school" for training student teachers for the University of North Carolina at Chapel Hill; therefore, each spring semester a supervisor of student teachers from the university works with the staff in connection with this program.

The developmental classroom is staffed by a two-teacher team and two classroom aides. Each teacher serves 26 children for a total of 52 children in the classroom setting.

Program Funding

Base funding is the same as that for all elementary programs in the state of North Carolina. The state provides $2,161 per child. This amount is supplemented locally for a total of $3,954 per child for all elementary students in the Chapel Hill system.

Program Evaluation

This program has been assessed in a variety of ways. Reading and math achievement test data were analyzed for the years 1979, 1980, 1981, and 1982. The results showed that children in this classroom scored as high as, or higher than, other children in the same school system.

During the 1986-87 school year, California Achievement Test Scores were somewhat higher in the developmental program than were the scores of other children in the same school systems (see Figure 7.2).

It has been considered equally important to analyze children's behavior and accomplishments in areas other than reading and math. Objective data concerning time on task was gathered using the Wasik-Day "Open and Traditional Learning Environments and Children's Classroom Behavior Instrument" (Day and Drake 1983). Over two years, both kindergartners and 1st graders were found to be on-task 91 percent of the time.

Special Recognition of the Program

The Seawell program is featured in ASCD's filmstrip *Early Childhood Education: Curriculum Organization and Classroom Management* and in the November 1986 issue of *Educational Leadership* in the article "Developmental and Experiential Programs: The Key to Quality Education and Care of Young Children." Further information about how to implement the developmental classroom can be found in the text that accompanies the filmstrip (Day and Drake 1983).

Figure 7.2
Comparison of Achievement Scores for Seawell and District Children

	PERCENTILE			
	Total Reading	Language Expression	Word Analysis	Total Math
Seawell 1st graders	88	88	81	92
Other 1st graders	72	72	62	82

Program Strengths

The strength of this program has been its ability to translate developmental theory into clearly articulated educational practice. The program features a wide range of materials and activities that are appropriate for young children. Imagination, creativity, verbal expression, and psychomotor activities are incorporated into the curriculum, along with a traditional emphasis on the sciences and cognitive skills. A wide variety of skill levels are also addressed within each area of emphasis. The program features an effective management system that is clear to both teachers and children. The management system, based on contracts and color-coding, is essential to the success of this multi-task setting. In addition, high expectations for students and careful monitoring of student progress are an integral part of the learning environment.

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Elkind, D. "Formal Education and Early Childhood Education: An Essential Difference." *Phi Delta Kappan* 67 (1986): 631-636.

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Statewide Programs for 4-Year-Olds: The South Carolina Model

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Background of the Program

In 1984, the South Carolina legislature passed the Education Improvement Act of 1984 (EIA) providing funds to the State Department of Education to serve a target population of 4-year-olds who had been identified as having "predicted readiness deficiencies." During the fifth year of implementation (1988-89), 10,700 children will be served. These are children who have been deemed by local districts as being at risk for school failure.

To determine eligibility, districts must incorporate the DIAL-R (Mardell-Czudnowski and Goldenberg 1983) and weigh additional predictable at-risk criteria such as family income or the educational level of the mother. After all criteria is weighed, children can be ranked from "most-at-risk" to "least-at-risk." Children deemed "not-at-risk" are not eligible. Enrollment criteria also include standards that address children with developmental delays who cannot effectively be served in the program.

Program Mission

The goal of the program is to reduce the number of children unable to achieve success in school. It will provide a developmental educational program for 10,700 4-year-olds by the end of a 5-year phase-in period in 1988-89.

Program Overview

The High/Scope Preschool Curriculum, developed by the High/Scope Foundation (Hohmann et al. 1978), was selected for staff training because it was philosophically compatible with the statewide kindergarten program and because media and training resources were available to meet the regulatory requirement for staff development.

The program model has two components. A classroom component is characterized by child- and teacher-initiated activities in children's interest centers. The outreach component, used on a limited basis, is a program of home visits for hard-to-reach parents and children.

Continuous assessment of child progress is mandatory, but no specific document is required for use statewide. The extent to which health services, social services, and other educational services (such as speech therapy) are provided depends on district resources and child needs. Services for children identified as handicapped are provided based on the child's individualized educational plan (IEP).

Programs operate at least 180 days per school year, with at least 2½ hours of instructional time per day (excluding breakfast, lunch, and transportation). Each classroom is staffed by a teacher certified in early childhood and an aide. Each teacher and aide team serves 2 groups of 20 children each day.

Two parent conferences and two home visits are required within the 180-day period. Other parent activities such as school visits and parent meetings are strongly encouraged.

Child development programs are administered and supervised by the school principals in local school districts. District contact persons are assigned to coordinate local funding, regulations, and classroom activities with state program requirements. State early childhood education consultants monitor regulatory requirements and provide technical assistance for program implementation to all districts annually.

Program Evaluation

The efficacy of the EIA child development programs was judged to have a positive effect on school readiness as evaluated in part by the State Department of Education and in part under contract by researchers at Utah State University. Two complementary research designs were employed: a statewide study using data on all children who entered 1st grade in 1986 and a more targeted research sample from three regions, which studied test scores at kindergarten entry, adding data on program quality and eliminating self-selection bias.

The findings of a study completed in the fall of 1986 also point to program effectiveness. The final results of the statewide study will be completed in the spring of 1990.

Program Funding

The child development program is funded entirely with state monies. A summary of enrollment and funding is below, including the 1983-84 pilot year.

Year	*Funds*	*Children Served*
1983-84	918,918	1,050
1984-85	1,860,067	3,365
1985-86	6,281,432	6,715
1986-87	6,866,613	7,943
1987-88	8,255,924	8,451

Strongest Element of the Program

The strongest element of the program is the state's extensive commitment to improving students' school success by addressing their education at an early age. Through state interagency planning and support, the statewide early childhood program was funded for a specific target population. As a result, children who have had few early learning experiences have the opportunity to attend a program specifically designed to meet their needs and build a base for continued school success.

References

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Mardell-Czudnowski, Carol D., and Dorethea S. Goldenberg. *DIAL-R—Developmental Indicators for the Assessment of Learning, Rev.* Edison, N.J.: Childcraft Education Corp., 1983.

Exploring Excellence for Young Children: Pasco, Washington

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Background of the Program

The program is located in Pasco, Washington, which has a total of approximately 6,000 students, 800 of whom are enrolled in early childhood programs. The early childhood effort affects all eight elementary schools and encompasses at-risk preschool children (characteristics include low income, limited English proficient [5 languages], migrant, remedial, special needs learners), all kindergartners, and a transition population between kindergarten and 1st grade.

The program began with a year of planning and needs assessment and developed into a major effort the following year. That effort began with an attempt to improve learning for children ages 4-7 and an attempt to better organize and coordinate educational opportunities for small children. The initial development began in a cooperative fashion between the district language committee and support services personnel, growing to encompass the entire district.

Program Mission

The major goal of the program is to prevent school failure in later years. The program is based on the belief that if children are successful in school by the age 6 or 7, they will be much more likely to be successful throughout their school experience. Especially at risk in our population are other-language children (30 percent). Efforts are especially, but not exclusively, focused on this population.

Overview of the Program

In the preschool programs, high-risk children are either limited English proficient, low income, or qualify for special education support. All-day/everyday kindergarten programs serve 60 percent high-risk children and 40 percent children who have no special learning needs. Extended day kindergarten serves only high-risk children.

Both preschool and kindergarten are scheduled for a half day for most children. Three district classrooms are all-day/everyday. Currently, one school is piloting an extended day kindergarten program. The transition program, scheduled for all day, serves approximately 50 children who need additional assistance in adjusting to 1st grade.

All curriculums for Pasco's young children have a language development emphasis. Concept learning in each curricular area is tied closely to language development. Children are involved in their own learning, and many of the activities are experiential.

The district has developed student learning objectives for children aged 4-7 across all curricular areas. Examples of curriculum used in this fashion are "Math Their Way" and the use of the whole language approach in the instruction of language arts and reading readiness. "Math Their Way" is a hands-on program that is highly involved with manipulatives and language interaction. Whole language develops language and reading readiness with much teacher-child interaction that is based on children's literature, a child's own language, and a child's own writing based on his or her language.

The district uses small group instruction with instructional aides wherever possible. These small groups are a part of standard classrooms of approximately 25 children.

There is minimal parent involvement, but regular conferences and building visits take place in each school.

Administration and Supervision

Supervision is by the building principal. Preschool, all-day/everyday kindergarten, the extended day pilot, and the transition program each have a certified teacher and classroom aides. The standard half-day kindergarten program has minimal aide support.

Program Evaluation

The district has produced extensive evidence from the bilingual program that the efforts are successful for the children. Evaluation of the early childhood education program for five groups of children has been done from 1982-83 through 1986-87. There have been follow-up studies at the kindergarten level for the first four years and at the end of 1st grade for the first two years. Children made gains in reading, math, handwriting, and English vocabulary. The complete study is available from Beverly McConnell, Southwest 614 Cityview, Pullman, WA 99163 for $10.

Program Funding

The program development is funded largely through district monies. Support for classroom teachers with high-risk children is available through bilingual, Migrant, Chapter I, and Special Education funds. Chapter II has provided some evaluation and committee work. Since this is a comprehensive program for ages 4-7, it is not program driven. The process is district supported, and monies from categorical funds are plugged in where appropriate and when available.

Major Strength of Program

The program has longevity in the district. Beginning in the mid-1970s, efforts were undertaken to provide school district program developers with solid information about programs for young children. Subsequently, efforts were not targeted at just one group or at one area of the curriculum.

State and Nationally Accredited Prekindergarten Program: Baltimore City Public Schools

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Background of the Program

Established during the 1960s with funds granted by the Ford Foundation, preschool programs in the Baltimore City Public Schools (BCPS) were designed to prevent educational failure in future years. All programs incorporated three major elements: instructional support services, a continuum of instructional experiences, and parent involvement and education.

Today, approximately 3,600 4-year-old students attend prekindergarten in the Baltimore City Public Schools. These programs are now located in 86 elementary schools in the district. While the majority of schools with prekindergarten programs are located in historically economically and educationally underprivileged areas, several schools provide these programs to students with middle class backgrounds. A large number of at-risk students are served, including Chapter I and State Compensatory Education eligible pupils. Intellectual ranges vary.

To be eligible for the program, students must:

- live within the school zone
- be 4 years old by December 31
- receive all required immunizations

Students in Chapter I and State Compensatory Education Programs must meet federal criteria for family educational economic deprivation.

Program Mission

The overall goal of the program is to provide experiences that promote the cognitive, emotional, social, and physical development of young children. Subgoals are:

- To enhance and reinforce the development of expressive and receptive language in all areas of the curriculum.
- To enhance the development of gross and fine motor skills.

- To enhance positive self-concept, self-reliance, and motivations for learning.
- To foster creativity and expansion of ideas through a variety of media.
- To provide active learning experiences that develop competencies in acquiring concepts and enhance thinking.
- To ensure a safe and developmentally appropriate environment.

Overview of the Program

Emphasis is placed on consideration of the strengths, interests, needs, and diverse backgrounds that young children bring to school. Teachers are required to plan activities that allow for active exploration and utilization of all sensory areas and use of developmentally appropriate materials and settings. Teachers use the "Basic Learnings Objectives" guide (Brewington-Ford et al. 1987) in planning educational activities. The guide provides direction for daily and long-range planning, monitoring student progress, and planning parent involvement activities. Teachers rely on an integrated, thematic unit approach, defined here as an instructional plan incorporating basic concepts from many subject areas. The approach includes small- and large-group activities. Concrete objects, manipulatives, and instructional equipment are available, and children have the freedom to select instructional activities and materials. Learning centers are used to reinforce, apply and extend skills. Classes meet for 2½ hours daily.

Each class is assigned an early childhood certified teacher and an aide. The teacher/pupil ratio is 1:10. Class size is limited to no more than 20 students. Currently, 102 teachers and aides are assigned to the program.

Parents are important contributors to the total educational program. Parents help plan the educational program for their children, help carry it out, and help evaluate its success. Many schools have a school-community liaison worker who recruits parents to serve in parent councils and in the classrooms as volunteers. Principals and teachers encourage parents to participate in training sessions so they can better understand the characteristics of children and how the prekindergarten program supports their child's growth. Parent discussion groups with community leaders and outside agency representatives are regularly scheduled as a means to improve parent effectiveness.

Administration and Supervision of the Program

The program is administered in collaboration with the local school principal, district Executive Director, and the Supervisor of the Office of Early Childhood Education. Additionally, early childhood educational specialists and master teachers provide biweekly technical assistance, staff development, and direct supervision to all teachers and aides. Two prekindergarten program facilitators monitor the program and provide training to all staff members involved.

Program Evaluation

Year-to-Year Comparison. Prekindergarten pupils are tested each fall and spring using the Boehm Test of Basic Concepts (Boehm 1986). The test addresses whether the pupil understands concepts such as space, quantity, and time. Children's fall and spring raw scores, total scores, and percentage correct for each item are analyzed.

Longitudinal Studies. In 1986, the Office of Testing and Evaluation completed phase one of a seven-year longitudinal study of children with and without experience in the BCSP prekindergarten program. Two longitudinal groups of pupils entering BCPS were established for FY 83 and FY 84. These pupils were then at grades 2 and 1, respectively. Preliminary findings support the following:

- Pupils exposed to early childhood experiences in BCPS outperformed pupils who enter BCPS at grade 1.
- Children not exposed to the BCPS early childhood programs tend to have lower than average reading, vocabulary, and math skills.

Of particular interest was the finding that movement from school to school may expose pupils to a disruptive educational experience. Children who move tend to exhibit lower scores.

Overall, the initial longitudinal sample indicates positive outcomes. Phase II of the study will follow the students through the 7th grade.

Special Recognition/Acknowledgment for the Program

In 1985, the National Academy of Early Childhood Program—the department of the National Association for the Education of Young Children (NAEYC) that administers accreditation to early childhood programs that function in accordance with the criteria for high quality programs—completed its review of the prekindergarten center in Tench Tilghman Elementary School, Baltimore City Public Schools. Following a self-study of the center's operations, a written report to Academy by school staff concerning the self-study results, and a visit by early childhood validators, the center became the first public school preschool program in the nation to receive accreditation. George G. Kelson Elementary Schools, Baltimore city, was also accredited by the Academy.

Program Funding

The program is budgeted for over $4.7 million. The federal government provides $3.5 million through Chapter I and approximately $200,000 through SEC. The state department of education provides almost $1.1 million.

Unique Design Feature of the Program

The unique feature of this program is the "Basic Learnings Objectives" guide that enables teachers to provide for learning development based on an appropriate sequence of learning within and across curriculum strands. Teachers are able to identify entry-level behaviors and to plan an instructional program geared to meet the needs of individual students.

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Academic Kindergarten: School District of Philadelphia

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Background of the Program

Systemwide kindergartens were established in Philadelphia in the mid-1870s. Although there are state subsidies, kindergarten is still not state mandated. The program operates at least a half day every weekday throughout the school year, with at least 169 full-day kindergartens in operation as of 1987-88.

Program Mission

The major goal of the program is to meet the educational/developmental, physical, emotional, and social needs of 4.7 to 5.7 year olds (approximately 15,000 students).

Overview of the Program

Children are admitted into the program on a first-come, first-served basis. They receive health screening only.

The curriculum follows the district's kindergarten curriculum. There is a standardized kindergarten curriculum that is a downward extension of the school district's new standardized curriculum for grades 1-12. The standardized curriculum is a translation of the system's goals and objectives into a functional instructional program and the means of simultaneously promoting excellence and equity. The content and skills appropriate for kindergartners are clearly outlined in terms of scope and sequence. While Philadelphia's kindergartens are academically oriented in the sense of being responsible for implementing the standardized curriculum, they give equal emphasis to the principles of child development in satisfying this responsibility, and they place the highest value on each child's attainment of developmental maturity. Kindergarten teachers, moreover, are not obliged to use any specific instructional approach but are free to exhibit their competence in a variety of ways ranging from highly structured direct instruction strategies to methods that feature child-initiated activities facilitated by expert adults.

Parent volunteers are recruited to assist in the classroom. Each school has a Home and School Association.

The program is administered by one associate superintendent and four supervisors. There are approximately 350 teachers and 175 paraprofessionals districtwide.

Program Evaluation

Students in the program have consistently performed well, especially in mathematics, on citywide tests.

Program Funding

The program receives substantial state subsidies but is funded in large part through the district's operating budget. The operating cost is approximately $1,000 per child.

Unique Element of the Program

The program has provided a consistently sound academic/developmental experience and introduction to schooling for the majority of students in the school district for more than 100 years.

The district also serves young children through several other districtwide programs. The district child care program, serving 1,400 children aged 3 months to 11, provides year-round care on a daily basis. The district's day-care component, funded by Title XX funds, operates 44 centers that provide 24-hour care to approximately 2,400 children 2 to 11. Established in the mid-1950s, the district's parent cooperative nurseries provide active involvement of approximately 400 4-year-old children and their parents in a developmental preschool setting. Finally, the district's prekindergarten Head Start Program operates 29 centers for 3- and 4-year-old children from poverty-level families.

Head Start-Preschool Handicapped Program: Johnson County Schools

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Background of the Program

As a delegate agency, Johnson County Schools began operating Head Start in the summer of 1965. In 1971, Head Start became a year-round program in the district, and in 1978 a preschool program for handicapped children was added to operate cooperatively with the Head Start and kindergarten programs. For the past four years, services have been provided in Mountain City Elementary, a school for preschool-6th grade.

Head Start currently serves 40 children, and the preschool handicapped program serves approximately 20 children. Ages of children range from 3 to 5 years. Most 5-year-olds, however, meet developmental criteria and are served in the district's kindergarten program.

Children served by Head Start often enter school with health problems and a lack of self-confidence. Local medical providers and the Tennessee Child Health and Development Program refer children in need of an environment that will meet their total developmental needs, especially the need for socialization. Other children served in this program are those who show developmental delay in more than one area assessed during the annual systemwide screening program.

Program Mission

Head Start was designed to provide preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional, and psychological needs. There are four major components of Head Start: education, health, parent involvement, and social services. The major goal of the Johnson County Preschool Program is to assure to the greatest extent possible the early identification of young children's developmental needs and to work together with parents to achieve effective intervention.

Overview of the Program

Every child receives a variety of learning experiences, both in the classroom and through home visits, to foster intellectual, social, and emotional growth. Children are encouraged to express their feelings and to develop self-confidence and the ability to get along with others.

Each child is assessed using Griffin and Sanford's *Learning Accomplishment Profile-Diagnostic* (LAP-D). This assessment is designed to provide teachers of young children (in particular those with special needs) with a criterion-referenced record of the child's existing skills. Use of the LAP-D enables the teacher to identify developmentally appropriate learning objectives for each child, measure progress through changes in rate of development, and provide specific information relevant to pupil learning.

Curriculum units and learning activities address a child's needs found through assessment of the child's existing skills. The curriculum focuses on six areas of development: gross motor, fine motor, social, self help, cognitive, and language. The curriculum is based upon *A Planning Guide: The Preschool Curriculum* prepared by Chapel Hill Training-Outreach Program (Findlay et al. 1983). This book contains topical units arranged in a sequence of daily activities. Included are correlated curriculum materials and multisensory activities that provide for individual differences in children. The curriculum stresses language arts (listening, speaking, and prereading skill) through the use of books, stories or poetry, fingerplays, and dramatization. Science is integrated into the curriculum through observation of plants and animals, discussion of seasons of the year, sand and water play, and food preparation activities. Mathematics is taught directly and indirectly through introduction of number concepts and plane geometry (identification of circles, triangles, squares, and rectangles). The curriculum also includes daily experiences in art, music, movement education, health, nutrition, and social studies (effective experiences to promote development of communication skills, respectful human relationships, and appropriate social behavior). Activities progress from simple to complex, from concrete to abstract, and result from spontaneous child-initiated and teacher-initiated experiences.

The teaching procedures reflect strategies of task analysis, reverse chaining, and positive reinforcement. Learning activities provided in the classroom are also incorporated into a home follow-up program.

For the homebound child with severe handicaps, home counseling and educational sessions are provided regularly. Preschool/Head Start staff members work with the school psychologist in developing and implementing weekly sessions for one-on-one behavior tutoring for children who have demonstrated a need for increased appropriate behaviors in order to participate in a group setting. Johnson County Schools also work closely with other programs that provide services to at-risk and handicapped children.

Operational Details of the Program

Eligibility for Head Start is based on family size and income, with preference given to children from families with the most need. Children enrolled must be between the age of 3 and compulsory school age. Johnson County serves primarily 4-year-olds. Three- and 4-year-old children who appear to be delayed or who have been determined to need special services, and who do not meet economic criteria for Head Start, are enrolled in the district preschool handicap program.

Three- and 4-year-olds have the option of attending two or four days per week, depending on their needs. They receive either monthly or biweekly home visits. Children attend school for 6½ hours each day unless there is a need to modify the length.

Since the program is founded on the premise that parents are the most important influence on a child's development, their involvement in the classroom and during home visits is essential. Parents are encouraged to participate in their child's program both at home and as volunteers in the classroom. They assist in program planning and evaluation. Some of the parents serve on Policy Committees where they have a voice in administrative and managerial decisions.

Administration and Supervision of the Program

The Upper East Tennessee Human Development Agency (UETHDA) is the grantee for the Head Start Program. Johnson County Schools serves as a delegate agency that operates the program in Johnson County. The Head Start program follows policies and guidelines of both the Johnson County Board of Education and the UETHDA Board of Directors. A part-time director administers

the Head Start Program and coordinates educational and special services for both the preschool and Head Start Programs.

Head Start has two full-time teachers who meet Tennessee certification requirements for serving young children. Two paraprofessionals serve as teacher assistants and family service workers. A special services aide assists in the classroom with children who have severe disabilities. Preschool handicapped staff and school system support staff provide speech, language and academic resource and consulting services. Related services such as occupational and physical therapy or vision and hearing technical assistance, are provided by the school system through contractual agreements.

Program Evaluation

A study that evaluated the impact of Head Start on the cognitive development of children indicated that the children tended to score higher than comparable non-Head Start children on preschool achievement tests that measure cognitive abilities (McKey et al. 1985). This study also showed that Head Start children performed equal to or better than their peers when they entered regular school, and there were fewer grade retentions and special class placements.

Local program evaluation addresses both child growth and overall program impact. Criterion-referenced testing, parent interviews, and observational data indicate surprising gains for many of the children. Data obtained from questionnaires and interviews indicate that parents value the preschool/Head Start experience for their children and recognize potential benefits to the children as well as to themselves.

Program Funding

The federal government funds $75,598 for Head Start. Approximately $30,186 comes from nonfederal sources. The Preschool Incentive Program receives $7,242 from the state (EHA, Part B—Federal Funds).

Strongest Feature of the Program

Head Start in Johnson County is an integral part of the local education system. The program uses school resources, conducts joint staff training, and develops cooperative policy statements. Over the years, Head Start program concepts and practices have been transferred to the regular school program, including such practices as use of paraprofessionals, increased parent involvement, adoption of culturally responsive curriculums, establishment of programs for younger children, and comprehensive services to meet entire family needs. The collaborative effort between the Preschool Handicap Program and Head Start has offered children with special needs a full range of developmental services in a group with other children rather than in a separate group for the handicapped.

References

Findlay, J., P. Miller, A. Pegram, L. Richey, A. Sanford, and B. Semrau. *A Planning Guide: The Preschool Curriculum*. Prepared by Chapel Hill Training-Outreach Program. Winston Salem, N.C.: Kaplan Press, 1983.

LeMay, D.W., P.M. Griffin, and A.R. Sanford, "Learning Accomplishment Profile-Diagnostic (LAP-D). Chapel Hill Training-Outreach Program.

McKey, R.H., L. Condelli, H. Ganson, B. Barrett, C. McConkey, and M.C. Plantz. *The Impact of Head Start on Children, Families and Communities*. Final Report of the Head Start Evaluation, Synthesis and Utilization Project. June 1985. Contract No. 105-81-C-026.

New York State Prekindergarten Program: New York City Public Schools

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Background of the Program

The New York State Prekindergarten Program started in New York City in 1966 with 65 classrooms in 24 elementary schools. During the 1986-87 school year, more that 2,800 children participated in the program in 72 schools in 21 community school districts.

Program Mission

The goals of the program are:

- To foster a sense of trust in a public school environment.
- To develop feelings of confidence and self-worth.
- To encourage the integration of communication arts.
- To enhance thinking skills and decision making.
- To develop problem solving capabilities.
- To develop self-discipline.

The program gives special attention to the individual learning style of each child, taking into account differences in rates and modes of learning. Self-initiated and independent activities are reinforced as teachers observe, interact with children, and provide a rich learning environment. Continuity is encouraged as the children move through the early childhood grades.

Overview of the Program

The curriculum, as described in the teacher handbook *Three, Four, Open The Door* (New York City Board of Education 1986), uses the child's interests and experiences to develop the appropriate skills. The instructional approach is activity/child centered. The experiences for children are based on their interests, needs, and strengths. Facilities, equipment, materials, and activities are chosen to capitalize on the ways children learn. The teacher and educational assistant guide the learning through firsthand experience. The staff facilitates curriculum development by enabling children to discover and understand.

Eligibility for the program is based on New York State Education Department guidelines. At least 90 percent of the children selected must be from economically disadvantaged families.

Guidelines specify a complete health screening and immunization for each child. No other screening or testing is required.

New York state prekindergarten is a 2½-hour program with separate morning and afternoon groups. Children are served a family style lunch in the classroom. Daily outdoor activity is planned.

The prekindergarten program reinforces the importance of home and emphasizes the contribution of the parent as the first teacher. Parents are involved in a number of ways, including:

- Participation in the school and classroom activities.
- Interaction with staff during home/school visits.
- Attendance at workshops on child-rearing practices/skills.
- Service on decision-making committees.

A family room in each school is the center for parent involvement activities.

Administration and Supervision of the Program

The program is approved and monitored by the Bureau of Child Development and Parent Education of the New York State Education Department. The director and the assistant director of the Early Childhood Education Unit are responsible for supervising and providing technical assistance to the district early childhood coordinator/director, who is chiefly responsible for the implementation of the program.

A licensed teacher and educational assistant (paraprofessional) are assigned to each prekindergarten classroom. A licensed social worker and/or family assistant (paraprofessional) provide social services.

Program Evaluation

The State Education Department conducted a longitudinal evaluation of the New York State Prekindergarten Program. Findings in the study indicate that:

- Children who attend the prekindergarten classes have an advantage over similar children when they enter kindergarten in their mastery of knowledge and skills judged to be important in coping with school tasks.
- Prekindergarten has a favorable impact across grades on children's knowledge of verbal concepts.

- Children with more exposure to prekindergarten tend to receive higher ratings on social competency.
- Children with more exposure to prekindergarten tend to be rated higher on task orientation by their teachers at the end of the program.
- When parents become involved in the program, their children score better on measures of cognitive performance.
- Children from the prekindergarten programs are more likely to make normal progress through the primary grades.
- Fewer former prekindergarten children than control-group children repeat grades or are placed in special education classes.

Program Funding

Funding for the 1986-87 school year was:

7,707,410	State Education Department	89%
952,613	Local District Funds	11%
8,660,023	**Total**	

These funds provided programs for 2,870 prekindergarten children.

It should be noted that there were 7,216 preschool children in New York City for the 1987-88 school year. Of these, 2,870 were funded by the New York State Prekindergarten Program. Other funding sources included New York State Legislative grants, Chapter I, Project Giant Step, and local district funds.

Strongest Element of the Program

The strongest element in the program is involvement of parents. The literature and research in early childhood education is filled with recommendations about the importance of involving parents in support of child learning and development. Therefore, each school has a family room that is a center for parent meetings and workshops—for parent learning and growth—that strengthen the home/school connection.

Reference

New York City Board of Education. *Three, Four, Open the Door*. New York: Board of Education of the City of New York, 1986.

Cognitively Oriented Preschool Curriculum: Fairfax County Head Start Program

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Background of the Program

Since the early 1960s, the Head Start program and the High/Scope Educational Research Foundation in Ypsilanti, Michigan, have been inextricably bound together. Fairfax County uses as its primary curriculum guide for its Head Start program *Young Children in Action, a Manual for Preschool Educators* (Hohmann et al. 1979).

In Fairfax County, approximately 1,100 low-income preschool children participate in Head Start. In the 1987-88 school year, 1,100 Head Start students from approximately 820 families were served through 106 classrooms and home-based models in 86 sites throughout the county. The program serves primarily 3- and 4-year-olds, representing a wide range of developmental and intellectual capacities, in preparation for attending kindergarten in the public schools. Specific enrollment priorities include special needs children, children referred by protective services agencies, children in single-parent female-headed households, and children in families receiving Aid to Families with Dependent Children. Approximately 18 percent of all Head Start children served in fiscal year 1986 were handicapped. There are 26 languages and cultures represented in Fairfax County Head Start classrooms.

Program Mission

Head Start services include education, social and health services and parent involvement.

The mission of the program is to meet the diverse needs of children and their families, to foster improved health status, to stimulate gains in cognitive and language skills development, to encourage intellectual curiosity, to develop self-confidence and self-sufficiency, and to strengthen the involvement of parents in their children's education. To fulfill this mission, the Fairfax County Head Start program has implemented a number of innovative and substantive approaches to service delivery. Performing arts exposure through collaboration with the Wolf Trap Performing Arts Foundation, computer assisted instruction, multicultural mini-classrooms, and the 6th grader placement program are a few examples of these approaches. The implementation of the Cognitively Oriented Preschool Curriculum is one more step in providing enhanced academic and administrative support to the program.

Overview of the Program

The Fairfax County Head Start Program provides a developmental program that offers individualized learning experiences geared to each child's level of cognitive development, the goal being to stimulate progress toward the highest level of achievement and ability. The curriculum offers specific methods for addressing the following priorities of the program:

- provision of a clear and consistent instructional philosophy
- organized content/skill objectives and strategies
- classroom arrangement and management procedures
- ongoing student assessment methodologies
- systematic teacher training and evaluation methods

The content of the curriculum consists of 50 key experiences organized within 8 categories: active learning, language experiencing, language representing, classification, seriation, numbers, spatial relations, and time.

The Cognitively Oriented Preschool Curriculum is based on Piaget's constructs of child development and focuses on the preoperational stage. Active learning, where the learner initiates direct interaction with people, objects, and events, is the process used in the cognitively oriented curriculum. In the process of active learning, the learner is engaged in constructing a theory of reality by initiating sensorimotor actions, which lead to mental operations. The key experiences in active learning are:

- Exploring actively with all senses.
- Discovering relations through direct experience.
- Manipulating, transforming and combining materials.
- Choosing materials, activities, purposes.
- Acquiring skills with tools and equipment.
- Using the large muscles.
- Taking care of one's own needs (Hohmann et al. 1979).

The educational philosophy of the program is reflected in the way the classroom is arranged. In the cognitively oriented classroom space, furniture and materials are arranged to define logically organized and labeled work areas and to give children the opportunity to make choices and to have control over the classroom environment. A consistent daily routine helps the preschooler understand time and enables both teacher and child to plan for the day.

Operational Details of the Program

The curriculum is not dependent on any particular testing or screening methodology. Currently, the Head Start program in Fairfax County uses the Denver Developmental Srceening Test for testing purposes.

Parent involvement is a basic tenet of the Head Start program and of this curriculum. A subsection of the curriculum describes ways that parents can be used as classroom resources.

The program is administered by the Department of Community Action (DCA). Services are provided by three delegate agencies: the Fairfax County Public Schools and two community based organizations, Higher Horizons and Saunders B. Moon. The Head Start Coordinator, employed by DCA, is responsible for overall grant administration, coordination of delegate agency activities, linkage with other DCA resources and program services, and annual Head Start training.

The initial step in implementing the curriculum was to have staff trained as trainers by the High/Scope Educational Research Foundation. This was accomplished in 1984-85 when 11 area teachers participated in a "Trainer of Trainers" project. From that initial group, an individual was selected to be the first trainer on the Fairfax County Head Start staff. Each year since, a group of Head Start teachers has received training in the use of the curriculum. In the 1985-86 school year, 12 teachers and 5 aides were trained in the use of the curriculum. In the 1986-87 school year, 17 teachers and 13 aides were trained. It is the intent of the program to have trained all classroom staff in the use of the curriculum by 1990. One High/Scope trainer is responsible for all training activities and reports directly to the executive director.

Program Evaluation

The curriculum and its use have been continually assessed by the High/Scope Foundation since it began over 20 years ago. In the summer of 1987, the Fairfax County Head Start program initiated a major study of Head Start participants. This longitudinal study includes data on Head Start children for each school year from 1982-83 through 1988-89. One dimension of the study compares the performance of children who participated in the Cognitively Oriented Preschool Curriculum with the performance of those who did not.

Recognition of the Program

In 1986-87, the program received accreditation for undergraduate credit from Northern Virginia Community College and for graduate credit from the University of the District of Columbia.

Fairfax County has been officially recognized on the High/Scope Educational Research Foundation registry as a training center for Region III. A training center offers training of trainers, training of teachers, and training for administrators on a tuition basis to area Head Start agencies. The center also provides training for Fairfax County staff members.

Program Funding

Head Start funds training and tuition payments by other local jurisdictions that choose to use our services.

The costs for implementing this curriculum, which may be significantly different from other curriculums, are the cost of training and supporting a certified trainer, the cost of release time for teaching staff to attend training (approximately 8 weeks) and the cost of the curriculum materials (approximately $100 per trainee).

Program Strengths

The cognitively Oriented Preschool Curriculum has provided many benefits to the Fairfax County Head Start program and has many strengths at various levels of the program. For the Head Start child and teacher it provides a physical environment and methods for systematic adult-child interactions that conform with the child's developmental needs. For the teaching staff, it provides methods for planning and working as a supportive team. For parents and teachers, it addresses parents' roles as educators of their children and resources for the classroom. For teachers and supervisors, it provides an ongoing program of training and supervision. It provides administrators a systematic process of staff development and program assessment.

Reference

Hohmann, Mary, Bernard Banet, and David P. Weikart. *Young Children in Action: A Manual for Preschool Educators*. Ypsilanti, Mich.: High/Scope Press, 1979.

A Joint Venture Between Two Districts: Affton-Lindbergh Early Childhood Education Program

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Background of Program

The Affton-Lindbergh Early Childhood Education Program originated in Affton School District in 1970. Because declining enrollment had resulted in empty classrooms, a kindergarten teacher and two aides were assigned to set up a preschool program. Many children were enrolled for both morning and afternoon sessions—a clear indication that working parents were seeking a safe, secure environment for their children. When those same students entered kindergarten a few years later, their parents expressed an interest in extended care. Affton responded by creating a kindergarten extended day program. The district also established a care service both before and after elementary classes. In 1982, a parent-toddler program was created to provide families with support, information, and a fun place to make new friends.

The program continued to develop and respond to community needs. By 1984, it served over 2,000 families and required additional space.

The Lindbergh School Board, which had space to offer and an interest in providing enrichment to the children in the district, agreed to house the program in its Harry S. Truman School.

The Affton-Lindbergh Early Childhood Program, under the sponsorship of two school districts, is a self-sustaining program for children ages 6 weeks to 11 years. It offers many services, including special education, individual diagnostic services, and day care.

Program Mission

The goal of the program is to constantly and consistently help families make a positive contribution to their child's first venture into education and the community. Through this early educational experience, children form a foundation for independence, success, productivity, and contentment.

Overview of the Program

The Affton-Lindbergh Early Childhood Education Program is made up of 8 different programs, accommodating 940 children. The staff consists of 72 teachers, 1 director, and 1 assistant director.

Early Childhood Education. Serves children 2½ to 5 years of age. Available for three hours, morning or afternoon. The program is based on the High/Scope Cognitively Oriented Curriculum (Hohmann 1979), which promotes independence and enhances thinking skills.

Early Childhood Extended Day. Offers families year-round care from 6:30 A.M. to 6:00 P.M. Activities are also built around the High/Scope Cognitively Oriented Curriculum, an approach to preschool education that stresses hands-on activities for appropriate work and play.

Kindergarten Extended Day. Children may attend either morning or afternoon classes at their regular school to be eligible for this program. The curriculum is organized around art, science, language experiences, music, physical development, and dramatic activities. All-day care is available on most major holidays and when school is not in session due to bad weather or teacher conferences.

Developmental Kindergarten. An after-school enrichment program for children with special needs. Children are admitted based on results of the Missouri KIDS test or recommendation of a classroom teacher.

School Age Extended Day. Students in grades 1 through 6 can enroll in before school and afterschool sessions. Before school, children are transported by parents to the program. After school, students arrive by bus from other elementary schools in the communities. This program is in session during holidays, summer recess and on snow days.

Parents as First Teachers. An early learning program for both parents and young children, Parents as First Teachers is designed to reduce the stress of nurturing active children. Parents receive information about skills and development appropriate to every stage of the child's early years.

Parent-Toddler Education. For children aged 18-36 months, parent-toddler classes meet for two hours, once a week, for 12 weeks. Parents and toddlers are together for the first hour of each session; they are separated during the last hour so that parents can discuss their children.

Special Education. Free developmental screening is offered to any child 5 years of age or younger, with approximately a third of the children (or 150) showing a need for special help. An individualized educational plan (IEP) is designed for each child to help strengthen skills needed for successful school experience.

All learning experiences in the early childhood programs are based on the High/Scope Cognitively Oriented Curriculum, which focuses on two major questions: How does a child think, and how can we support this thinking? The curriculum includes eight key experiences: seriation, classification, representation, number, time, space, active learning, and language. The thrust is for children to actively construct their learning by using their senses; using tools effectively (tools being defined as everything from pencils to mixing spoons, to blocks); by speaking and listening; incorporating the whole language approach; and by representing—drawing, painting, relating photos to real objects, role playing, and imitation.

The curriculum is child-initiated with the core of the program being to "Plan, Do, and Review." Children make choices about how to spend their time. The teacher observes, using the information gained to provide opportunities for developmentally appropriate experiences.

Staff members record the child's daily progress in relation to the key experiences. A developmental checklist assists the evaluation of age-appropriate tasks. Children are screened via the DENVER developmental screening test or the DIAL-R, and their language level is assessed by the Zimmerman Preschool Language Scale. Vision and hearing tests are included, along with height and weight measurement.

Program Staffing

To carry out the programs, 72 members staff work 2 to 40 hours per week in a variety of positions. Teachers include people with early education, drama, science, social work, art, media, special education, speech and language, secretarial, recreation, and psychology skills. Early childhood special education staff members, district kindergarten staff members, and developmental kindergarten staff members must be certified. Parent educators undergo rigorous initial and ongoing training. Although not a requirement, a large percentage of staff members holds certification.

Program Evaluation

The program has grown from 25 children in a 3-hour preschool to 1,100 children and families involved in a wide range of services for children birth through 12 years. Enrollment increased 400 percent 1984-87.

The program was chosen for inclusion in a Public School Early Childhood Study conducted by Bank Street College and Wellesley College Center for Research on Women. Programs selected for that study had to meet the criteria of educational soundness and responsiveness to families' child care needs.

The program is licensed by the Missouri Division of Family Services and received voluntary accreditation under the auspices of the state of Missouri. The accreditation process stresses quality programs to answer the needs of children and families. The Missouri State Distinguished Service Award was presented to the center at the annual Conference on the Young Years.

Program Funding

The funding for this program comes from the state and other sources, including fees from participants. Expenditures cover salaries and benefits, supplies, administration, maintenance, and food.

Strongest Element of the Program

The unique strength of the program is the coordination, integration, and interrelationships at the site and between the two districts.

Reference

Hohmann, Mary, Bernard Banet, and David P. Weikart. *Young Children in Action: A Manual for Preschool Educators*. Ypsilanti, Mich.: High/Scope Press, 1979.

8

Resources for Public Schools

DIANNE ROTHENBERG

American Federation of Teachers
(AFT)
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(202) 879-4400

AFT, a union of teachers, paraprofessionals, and other educational personnel, supports the concept of new initiatives in child care and development under the jurisdiction of the public schools.

Of special interest: "Starting Off Right," *American Teacher*, May 1986, pp.1, 8-9. This article features high-quality preschool programs in the public schools.

Association for Supervision and Curriculum Development
(ASCD)
125 N. West St.
Alexandria, VA 22314-2798
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In the summer of 1985, ASCD's Executive Council approved a long-range plan that included a three-year focus in the early childhood area. The purpose of the plan is to intensify Association attention to the issues related to providing quality instructional programs for children aged 3 to 7 by helping school administrators, supervisors, policy makers, and other school leaders to better meet the needs of young children.

Available from ASCD: Audiotapes of keynote speakers at the ASCD Early Childhood Education in Public Schools mini-conference; *Educational Leadership*, November 1986; *Early Childhood Education: Curriculum Organization and Classroom Management* book and filmstrip set by Barbara Day; a three-part videotape series in the area of early childhood education; and National Curriculum Study Institutes in the area of early childhood education.

Center for Policy Research in Education
(CPRE)
Eagleton Institute of Politics
Rutgers University
New Brunswick, NJ 08901

CPRE receives funding from the U.S. Department of Education and is jointly operated by the Rand Corporation, Rutgers, and the University of Wisconsin at Madison.

Available from CPRE: Young Children Face the States: Issues and Options for Early Childhood Programs by W. Norton Grubb ($4; order from CPRE; also available as ED 284 681). This study discusses the historical divisions within the early childhood education community over the purposes, methods, target populations, and administration of programs for young children; examines current state initiatives; and points out choices and issues for policymakers to consider in enacting new programs.

ERIC Clearinghouse on Elementary and Early Childhood Education
(ERIC/EECE)
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Part of ERIC, the national information system on education, ERIC/EECE collects and disseminates information related to children's development and education through early adolescence. The Clearinghouse contributes document and journal article abstracts area to the ERIC database, prepares publications, and answers questions in its scope area.

Available from ERIC/EECE: "Resources from ERIC/EECE," a brochure describing current publications and products available from the Clearinghouse; "What Should Young Children Be Learning?", an ERIC Digest by Lilian G. Katz, Clearinghouse director (both items free upon request).

ERIC Documents: Listed below are selected ERIC Documents (EDs) on public schools and early childhood education. They can be read on microfiche in many libraries and information centers (contact ERIC/EECE for a list of ERIC microfiche collections in your state) or ordered in paper copy or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, VA 22304. For complete ordering information, call EDRS at (800) 227-3742, or consult the most recent issue of ERIC's monthly journal *Resources in Education*, published by the Government Printing Office; also available at many libraries. (*RIE* contains abstracts and indexes for ERIC documents. *Current Index to Journals in Education (CIJE)*, ERIC's other abstract journal [prepared by the ERIC Clearinghouses and published by ORYX Press], provides annotations and indexes for education-related journal articles.)

Early Childhood Commission. "Take a Giant Step: An Equal Start in Education for All New York City Four-Year-Olds. Final Report of the Early Childhood Education Commission." 1986.

Describes the work of the Commission, appointed by Mayor Edward Koch in 1985, to develop recommendations for the phased implementation of universally available preschool education for 4-year-olds starting in September 1986. Of special interest is chapter 5, which lists nine essential program components and associated rationales believed essential to accomplishing the goals of the program, and chapter 6, which provides a guide to implementation. A lengthy bibliography and charts are attached. (ED 267 911; 280 pp.)

Grace, Cathy, and Jane B. Woodruff. "The Mississippi Model—Designing and Implementing Staff Development for Statewide Implementation of Early Childhood Programs in Public Schools." 1986.

Describes generic guidelines followed when Mississippi planned and implemented a statewide early childhood program. According to teacher evaluations, use of the guidelines clarified program goals, improved school staff communication regarding program content and instruction of students, and helped unite early childhood educators to work for improved programs. (ED 276 697; 25 pp.)

Kansas State Department of Education. "Need and Feasibility for Early Childhood Education in the Public Schools: A Report to the Kansas State Board of Education." 1986.

Describes the process by which the state board of education decided that Kansas should implement early childhood education in the public schools. Includes 10 recommendations for implementation of early childhood programs. (ED 280 581; 26 pp.)

Koppel, Sheree P., and Karen D. Isenhour. "MAP Out a Public Preschool Care and Education Plan: Multiphased Need Assessment for Program Decisions (Draft)." 1986.

Describes an assessment process using community forums, key informants, and nominal group technique. The process was used to inform decision makers of a large urban school district about the need for early childhood programs in the community. The MAP process was used to determine the types of programs wanted by the community and to coordinate community perceptions, preschool professional expertise, and parental desires in a study preliminary to preschool planning. (ED 268 174; 73 pp.)

Mitchell, Anne, and Michelle Seligson. "Early Childhood Education and the Public Schools." School Age Child Care Project, Wellesley College, 1986.

Reports preliminary findings of a new research study designed to investigate ways schools are responding to opportunities to participate in family-responsive early childhood programs. The complete report is expected in 1988. (ED 278 497; 6 pp.)

National Black Child Development Institute. "Child Care in the Public Schools: Incubator for Inequality?" 1985.

Examines the consequences, particularly for black children, of the trend toward lodging preschool care in urban public schools. Components that must be included in public-school based programs for young children are delineated and action steps are recommended. (ED 265 969; 35 pp.)

Texas Education Agency, Austin. "Priority '86: A Guide for Prekindergarten Education." 1986.

Presents ideas for implementing prekindergarten programs, including suggestions regarding developmentally appropriate curriculum, especially in the areas of developing communication, cognition, fine arts, and social-emotional skills. Also discusses guidelines for coordinating public school prekindergarten programs with existing programs like Head Start and presents specific suggestions for classroom environments. Includes information on the requirements of limited English students. (ED 271 221; 58 pp.)

Thompson, Virginia L., and Janice Molnar. "Universally-Available

Educational Programs for Four-Year-Olds: An Issue of Policy." 1986.

Examines New York City's progress in providing public school prekindergarten programs since they were first recommended by Mayor Edward Koch in 1985. Specifically discusses the status of efforts to implement the mayor's recommendations and the policy issues involved in the city's implementation efforts. (ED 279 415, 23 pp.)

Wallace, Sherry. "Prekindergarten Education: Instructional Management Leads to Consistent Achievement." 1985.

Describes the Fort Worth Independent School District's full-day prekindergarten program for 4-year-olds who scored 7 or fewer items on the Preschool Screening Evaluation (PSE). The program, which has been in operation since 1968, is discussed in terms of staffing, numbers of children served, and curriculum. Emphasis is on development of skills in four areas: auditory, visual, motor, and language processes. (ED 270 214; 32 pp.)

High/Scope Educational Research Foundation
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(313) 485-2000

High/Scope is a nonprofit research, development, and training organization with headquarters in Ypsilanti, Michigan. The Foundation's principal goals are to promote the learning and development of children from infancy through adolescence and to provide information and training for parents and teachers. High/Scope has conducted longitudinal research on the Ypsilanti/Perry Preschool Project to show the long-term positive effects of high-quality programs for preschool children.

Available from High/Scope: High/Scope Resource, a guide to the activities, products, and services of the Foundation, published three times a year by High Scope Press, a division of the Foundation (free; write High/Scope and request to be put on the mailing list); and "Policy Options for Preschool Programs," by Lawrence J. Schweinhart and Jeffrey J. Koshel. (High/Scope Early Childhood Policy Papers, No.5., $5; order directly from High/Scope; also available as ED 276 515, 45 pp.)

The National Association for the Education of Young Children
(NAEYC)
1834 Connecticut Ave., N.W.
Washington, DC 20009
(800) 424-2460

An association of more than 55,000 members, NAEYC offers a variety of services likely to be useful to public schools interested in adding an early childhood education component. NAEYC offers publications, videos, pamphlets and brochures on the education and care of children.

Available from NAEYC: "Good Teaching Practices for Four- and Five-Year-Olds" (brochure; single copies free for self-addressed, stamped envelope, or $.50 each, $10.00 for 100 copies); and "Developmentally Appropriate Practice in Early Childhood Programs: Serving Children Birth through Eight" ($5.00; Publication no. 224). Orders under $20 must be prepaid; publications catalog available upon request.

National Association of Elementary School Principals
(NAESP)
1615 Duke St.
Alexandria, VA 22314
(703) 684-3345

NAESP offered the new training program "Administration of Early Childhood Programs" as part of its National Principals Academy courses in April 1988. Planned and presented in collaboration with the High/Scope Educational Research Foundation, the workshop is being repeated on request. For more information, call NAESP or the High/Scope Developmental Services Office (313/485-2000).

NAESP is also working on guidelines for early childhood education that are expected to be ready for distribution in the summer of 1989. The guidelines are intended to help administrators establish a sound early childhood program in their schools.

National Association of State Boards of Education
(NASBE)
701 N. Fairfax, Suite 340
Alexandria, VA 22314
(703) 684-4000

In November 1987, NASBE announced plans to form a task force on early childhood education. The 25-member task force consulted with national experts at an initial meeting in Washington in February 1988 and planned to hear testimony from state policymakers and program managers at regional meetings in Atlanta, Boston, Chicago, and San Francisco in spring 1988. The group also planned to issue policy recommendations for state boards in a report to the NASBE annual conference in October 1988.

National Black Child Development Institute
(NBCDI)
1463 Rhode Island Ave., N.W.
Washington, DC 20005
(202) 387-1281

NBCDI is an advocacy organization for black children and youth. Concerned that early childhood programs in urban public schools may be inadequate to nurture black children, NBCDI has prepared a set of recommendations for successful programs.

Available from NBCDI: "Safeguards: Guidelines for Establishing Programs for Four-Year-Olds in the Public Schools." ($6; order directly from NCBDI.)

National Conference of State Legislatures
(NCSL)
1050 17th St., Suite 2100
Denver, CO 80265

NCSL operates the Child Care/Early Childhood Education Project, funded by the Carnegie Foundation to provide technical assistance to states on child care and early education issues. Funds are used to set up statewide conferences and provide testimony in state legislatures on increasing support for early childhood programs. Each year, six states are selected for technical assistance and provided with a grant by NCSL. Six states for 1987-88 (New York, Alaska, Iowa, New Hampshire, Vermont, and Tennessee) have already been selected; six more states will be chosen in fall 1988. Contact NCSL for more details.

Available from NCSL: "State Early Childhood Initiatives" (published March 1988; contact NCSL Publications Department for ordering information). This publication will provide information on funding levels, numbers of children served, special characteristics of target groups, and connections to Head Start.

North Central Regional Educational Laboratory
(NCREL)
295 Emroy Ave.
Elmhurst, IL 60126
(312) 941-7677

NCREL is a federally funded regional education laboratory that has been investigating the problem of children at risk. Besides the publication listed below, other information on this subject is available on request.

Available from NCREL: "Students at Risk: Review of Conditions, Circumstances, Indicators, and Educational Implications" by Harriett Doss Willis (Order No. SAR-701; $6.00 with check or purchase order addressed to NCREL Publications Department). Parts of the bibliography deal with preschool programs.

National Education Association
(NEA)
1201 16th St., N.W.
Washington, DC 20036
(202) 822-7200

NEA is planning projects and publications on public school involvement with early childhood education for late 1988 and 1989. The January issue of *NEA Today* (pp. 22-27) featured an article by David Elkind titled, "Educating the Very Young: A Call for Clear Thinking." The article cited three recent and forthcoming books that discuss the education of young children: *Early Schooling: The National Debate*, Sharon Lynn Kagan and Edward Zigler (New Haven: Yale University Press, 1987); *Engaging the Minds of Young Children: The Project Approach*, Lilian G. Katz and S. Chard (Norwood, N.J.: Ablex, in press); and *Miseducation: Preschoolers at Risk*, David Elkind (New York: Knopf, 1987).

The Regional Laboratory (For Educational Improvement for the Northeast and Islands)
290 S. Main St.
Andover, MA 01810
(617) 470-1080

The Regional Laboratory, operated by The Network in Andover, Massachusetts, is one of the federally funded regional education laboratories and research centers. The publication listed below is one of a series of five information packets dealing with serving at-risk children and youth.

Available from The Regional Laboratory: "Good Beginnings for Young Children: Early Identification of High Risk Youth and Programs that Promote Success" by Janet M. Thleeger ($2.25 plus $2.50 and handling; prepaid orders only; publication No. 9504). This publication is a brief overview of research with a resource bibliography that summarizes available programs for at-risk children.

Southern Association on Children Under Six
(SACUS)
Box 5403
Brady Station
Little Rock, AR 72215
(501) 227-6404

SACUS is a nonprofit professional education organization of 13,000 members. SACUS works on behalf of young children and their families. Its major functions include the dissemination of information about young children and provision of inservice development opportunities.

Available from SACUS: "Position Statement on Quality Four Year Old Programs in Public Schools" (single copies available free of charge; order directly from SACUS; also available as ED 272 272).

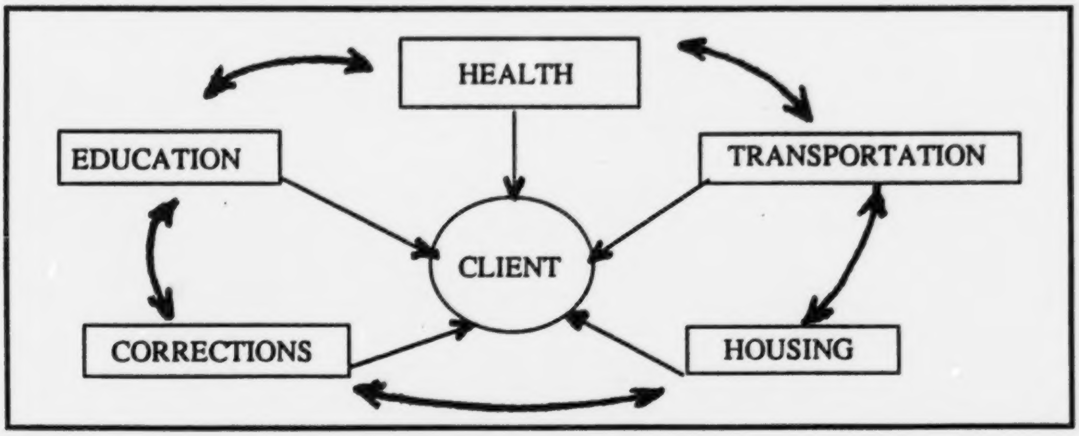
COMPREHENSIVE DELIVERY OF SERVICES

The role of the school as "deliverer" of educational services is shifting to the role of school as "broker" of multiple services (Kirst & McLaughlin). The school is increasingly becoming a site for social, health, and alcohol and drug abuse programs. Schools are now being expected to provide after school day care and tutoring as well.

Providers of services and educators must begin to see their "interdependence across functional lines." "Educators at all levels need to begin to become familiar with other service providers at their level, as they are serving the same children and families as clients" (Hodgkinson, 1989).

OBSERVATIONS

- While all service organizations are increasingly facing financial cutbacks, interagency organization can provide more effective and humane delivery of services.
- Education services are affected by the way society deals with housing, transportation, health, and crime (Hodgkinson, 1989).
- "At the center of all social agencies sits a client who must be housed, transported, educated, fed and kept healthy—for every agency, it is the same person, the same client" (Hodgkinson, 1989).



"This model suggests that educators at all levels need to begin to become familiar with other service providers at their level, as they are serving the same children and families as clients." (Hodgkinson, 1989).

- An interagency, interactive approach to service delivery is motivated by the fact that prevention is much more cost effective than later treatment.
- School-linked comprehensive service systems are most effective when they include shared governance among the schools and various service delivery systems, a flexible menu of services, collaborative funding, and reduced referrals to service agencies, providing flexibility for staffs to move across agencies to meet client needs (Papagiannis & Curry, 1989).

Examples:

California

Ventura and San Bernadino Counties have created coordinating mechanisms to integrate services to clients. Ventura County has developed an interagency network wherein the agency directors of Mental Health, Social Services, Corrections, and Special Education formally consented to share responsibility for the system. They have focussed specifically on high-risk children who either are or potentially may be living out of their natural homes.

In San Bernadino County, all major youth-serving agencies in the county—juvenile justice, the schools, public health, community services, the district attorney, the sheriff, libraries, Head Start, probation, and others— participate in the Children's Policy Council. A Children's Advocate Council provides the policy council with advice and an awareness of problems and children's issues. Members of the advocate council include representatives of the PTA; United Way; Foster Parent Advisory Committee; Maternal, Child, and Adolescent Health Advisory Board; drug advisory board; the ministry; and the Native Americans group. A Children's Services Team monitors and evaluates program services and a First Fund of Children's Resources works to establish a partnership between private and public sectors to provide monetary and other contributions (Kirst & McLaughlin).

Florida

Alachua County school officials are working with HRS and the Pediatric Department at Shands Hospital on a coordinated approach to assisting developmentally delayed middle schoolers and their families. The pilot program, which will be directed from a modular building on the campus of Lincoln Middle School, will give the student, his parents, and his younger siblings ready access to health care, job training, assistance payments, and counseling. The Florida Department of Education also participates in this joint effort to help low income families with a "One Stop Shopping Center" approach to service delivery.

In Pasco County, high level representatives of eight community service providers make up the Multi-Agency Coordinating Council (MACC). The sheriff, the school superintendent, a juvenile court judge, a city commissioner, the District 5 HRS director, an assistant state's attorney, an assistant public defender (juvenile division), and the county health department director meet to coordinate county efforts to deliver youth services. MACC provides a multi-faceted look at a problem and a more effective solution since each agency communicates with every other and understands the others' perspectives. As a result of MACC, begun in 1985, Pasco County has school resource officers, its own child protection team, teen pregnancy and teen parent programs, a truancy mediation board, school business partnerships (Turnaround) and drug abuse prevention teams in every school. MACC members are currently working to establish a Children's Services Council.

The Family/Partnership Program, at the Developmental Research School, Florida State University, Inverness Middle School, Citrus County, and Ed White High School, Duval County was started in the Fall of 1989. This program is designed to focus primarily on the delivery of family living skills to children and youth. It also understands the need to focus comprehensively on parent and family needs and to draw on other community resources. The program stresses the need to provide learning opportunities for parents at risk in parenting skills that will support and reinforce what is being learned by their children. In addition, the program recognizes the need to coordinate the delivery of appropriate social and health services to families in crisis (or to prevent crisis) to ease the problems of poverty, mental health, or special problems such as drug abuse, alcoholism and teenaged pregnancy. The program is comprehensive, community-oriented, and sensitive to the problems of changing family structures. See **"Community Education and the Family Partnership Program: Building A Family Support Curriculum For The Community"**, Center for Policy Studies in Education, The Florida State University, Tallahassee, Florida 1989.

RECEIVED [illegible] 1990

Enabling
Learners

RECEIVED FEB 2 6 1990

YEAR 2000:
A CURRICULUM and ASSESSMENT FRAMEWORK for the FUTURE

EXECUTIVE SUMMARY

RECEIVED
FEB 27 1990
Elementary Education Section

Notes for Response

Philosophy of the Primary Program

The Primary Program fosters the continuing growth of children's knowledge and understanding of themselves and their world. The program recognizes that children's acquisition and use of language facilitates thinking and learning and accommodates the broad spectrum of children's learning rates and styles, knowledge, experiences and interests. Instructional models, strategies, resources, and facilities support this diversity. Instruction integrates content and process, concepts and attitudes, and reflects the understanding that children learn through active involvement and play. Assessment and evaluation, integral components of the teaching-learning process, facilitate instructional decision-making. Evidence of learning is gathered through a variety of developmentally appropriate strategies. Parents and teachers, valued partners in children's education, cooperate to create the climate of safety, success and mutual respect, necessary for lifelong learning.

Goals of the Primary Program

The goals defined for the Primary Program are a subset of the larger goals created for public schools: Intellectual Development, Human & Social Development, and Career Development. While the goals of the Primary Program are identified separately for the purposes of this document, they are all interrelated. The goals of the Primary Program are intended to provide a variety of experiences that foster the child's personal growth in the following areas.

Emotional Development

Experiences should be provided which will help the child to:

- develop a positive, realistic self-concept;
- accept and express emotions in socially acceptable ways;
- accept and demonstrate empathy;
- accept challenge;
- feel pride in accomplishment;
- develop independence;
- enjoy living and learning.

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Notes for Response

Social Development

Experiences should be provided which will help the child to:

- share;
- cooperate;
- respect and accept others;
- develop friendships;
- learn from others;
- anticipate the consequences of his or her actions.

Social Responsibility

Experiences should be provided which will help the child to:

- become a responsible citizen;
- cope with change;
- appreciate cultural identity and heritage;
- value and respect individual and cultural similarities and differences;
- respect and care for the environment.

Physical Development

Experiences should be provided which will help the child to:

- develop a wide variety of motor skills and maintain physical fitness;
- take care of and respect his or her body;
- develop an awareness of and practise good nutrition;
- develop an appreciation and enjoyment of human movement;
- learn and practise safety procedures;
- work cooperatively in group activities and team games.

Aesthetic and Artistic Development

Experiences should be provided which will help the child to:

- foster enthusiasm for the arts;
- explore, express, visualize, interpret and create;
- represent through a variety of forms;

Notes for Response

- appreciate the interrelationships between the arts, society, and the environment;
- respond to the arts.

Intellectual Development

Experiences should be provided which will help the child to:

- sustain and extend natural curiosity;
- develop the skills and attitudes necessary for independent learning;
- develop thinking processes and skills through experiences that engage children in critical and creative thinking;
- use language to facilitate thinking and learning;
- develop the knowledge, concepts, processes and skills needed to communicate effectively through listening, speaking, reading, and writing;
- develop the knowledge, concepts, processes and skills of science, social studies, and mathematics.

The following rationale explains how these dimensions of development correspond with an optimum learning environment. The learning environment begins with the child, and expands to include the teacher, curriculum, assessment, and the parent.

RATIONALE

The Primary Child and the Learning Environment

Young children develop at different rates, in different ways.

> **Young children are emotional beings**, who learn best when they feel secure and valued. When they are accepted and appreciated for who they are, they are free to accept challenges, to make mistakes without fear of criticism, and to learn from those mistakes and celebrate successes.
>
> *Therefore, the optimum learning environment is safe, secure, and stimulating, providing time and opportunities for children to take risks, explore and investigate their world.*

Notes for Response

Young children are social beings, who have their own unique background, and who interact with and learn from adults and other children.

Therefore, the optimum learning environment is social in nature, providing time and opportunities for children to interact with others, to develop interpersonal skills, and to work and learn cooperatively and collaboratively.

Young children are socially responsible, caring beings, with unique cultural experiences and a developing interest in learning about their immediate and global environments.

Therefore, the optimum learning environment fosters an accepting, tolerant and flexible attitude towards others and a respect for the natural world. Time and opportunities are provided for children to participate in a variety of multicultural and environmental activities, to move beyond the personal level toward an awareness and appreciation of social problems, and to contribute cooperatively to their solutions.

Young children are physical beings, who are physically active and energetic. For young children, learning involves whole body activities, active participation and play. They need experiences that extend their knowledge of how to lead safe, healthy lives.

Therefore, the optimum learning environment provides time, space, and opportunities for movement and manipulation of objects and for acquiring knowledge of safe and healthful living.

Young children are aesthetic and artistic beings, who learn through sensory experiences, and express and represent their thoughts and feelings through a variety of media and forms.

Therefore, the optimum learning environment provides time and opportunities for children to experience and respond to their world through all their senses, and to create and express thoughts and feelings in a variety of ways.

Young children are intellectual beings, who are curious and enthusiastic learners who want to know about the world around them. Intellectual development is a process of acquiring, structuring, and restructuring knowledge. This knowledge includes the processes, concepts, skills, and attitudes of science, social studies, mathematics, and language. As children experience their world directly, they experiment, make discoveries, and form hypotheses about their world. They use language to clarify and extend their thinking and to communicate to themselves and others.

Therefore the optimum learning environment is experience-rich, providing time and opportunities for first-hand experiences. It is rich with language and literacy experiences, providing time and opportunities for young people to communicate with other children and adults, to be immersed in written language, and to become literate in purposeful, meaningful ways.

The Teacher and the Learning Environment

The role of the teacher is to facilitate student learning.

The teacher:

- plans, creates, structures, and restructures, in collaboration with children, a stimulating, well-organized, and secure environment which encourages risk-taking, exploration, and investigation;
- provides time and opportunities for experience, interaction, reflection, and communication;
- enlists a variety of organizational patterns to utilize space and a variety of materials which stimulate active learning;
- interacts with children and provides instruction to large and small groups, and to individual children;
- plans and organizes the environment so that children may work individually or collaboratively, with other children, with their teacher and with other adults;

Notes for Response

- focuses on the ongoing learning of individual children, making instructional decisions based on developmentally appropriate assessment;
- exchanges information with parents on an ongoing basis.

The Curriculum and the Learning Environment

The curriculum which fosters the learning of primary children:

- builds on children's interests and their natural sense of wonder;
- promotes success in learning;
- focuses on learning processes;
- emphasizes critical and creative thinking;
- builds the knowledge, processes, concepts and skills of science, social studies, mathematics, and language;
- wherever possible, integrates the subject areas;
- removes external structures such as grade levels (K, 1, 2, 3) to facilitate continuous progress;
- accommodates dual entry of smaller reception groups into the Primary Program.

Assessment and Evaluation and the Learning Environment

Assessment and evaluation which foster the learning of primary children:

- focus on the individual child;
- move learning forward;
- are curriculum-based;
- are an integral part of the teaching-learning process;
- are appropriate to the development of the child;
- include a variety and a range of resources and strategies.

Parental Involvement and the Learning Environment

Notes for Response

The role of parents is to be active partners in the education of their children through:

- exchanging information;
- participating in learning activities;
- understanding and supporting the Primary Program;
- supporting their children's learning.

Notes for Response

Position Statements

The position statements identify important issues, and define the intent of the Primary Program with regard to these issues.

The Position Statements include:

- ***Continuous Progress***
- ***Transition to the "Seven Year Sequential" Program***
- ***Ungradedness***
- ***Integration***
- ***Assessment***
- ***Evaluation***
- ***Standardized Tests***
- ***Reporting***
- ***Gender Equity***
- ***Play***
- ***Multiculturalism***
- ***First Nations Education***
- ***Students With Special Needs***
- ***Library Resource Centre***
- ***Computers & Related Technologies***
- ***Dual Entry***

Continuous Progress

> *Continuous progress occurs when a learner progresses according to his/her academic social, emotional, physical and aesthetic development regardless of age or number of years at school.*
>
> *The Primary Years . . . A Phase of Life*
> *B.C. Primary Teachers' Association, 1989.*

Continuous progress is the ongoing process of increasing the learners' knowledge and understanding of themselves and their world. The learning environment is structured to facilitate learning by individuals, at their own rates and in their own style. This process includes the consolidation of existing learning, and the emergence of new learnings. Instruction is designed to capitalize on the interests and capabilities of students, the pace being determined by the individual in a supportive environment.

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Notes for Response

Grade-level barriers and practices of promotion and retention have been removed in order to allow children to progress at their own rate, and to experience success at all stages of learning. While some learners will progress at a slower rate than others, no child should be seen as "failing" or "repeating." **One cannot "fail" continuous growth.**

Transition to the "Seven Year Sequential Program"

The child will begin the "Seven Year Sequential" Program when the classroom teacher recommends that the child is ready. A child may progress to the "Seven Year Sequential" Program in a particular goal area while remaining in the Primary Program for others. The child may begin the new program in the same classroom or in a different classroom, depending on how schools choose to organize for instruction. Even though children may be in classrooms designated as "Primary" or "Seven Year Sequential," teachers will structure appropriate activities and learning experiences.

Transition to the "Seven Year Sequential" Program begins when the child exhibits a majority of the learning descriptors within each of the goal areas as indicated on the following chart. The ends of the shaded areas on the chart indicate the zones where most children will make the transition to the "Seven Year Sequential" Program.

Transition to the "Seven Year Sequential" Program: Guidelines for Decision Making

Next Page ⇨

Transition to the "Seven Year Sequential" Program: Guidelines for Decision Making

NAME: ____

INDIVIDUAL DEVELOPMENTAL SUMMARY - Condensed form

THINKING AND LEARNING

COMMUNICATING AND REPRESENTING

Emotional Development and Well-Being

Later Primary

Early Primary

Social Development

Later Primary

Early Primary

Social Responsibility

To be developed

Physical Development and Well-Being

To be developed

Aesthetic and Artistic Development

To be developed

Intellectual Development

Oral Language

Later Primary

Early Primary

Written Language

Emerg.

Fluent

Pre-Conv.

Early

Consolidated

Mathematics

Formative

Consolidated

Early

Transitional

Science and Social Studies

To be developed

Ungradedness

The Primary Program is designed to accommodate the diversity of learning rates and styles naturally occurring among young learners. The departure from the traditional organization of the primary curriculum into grade levels (Kindergarten, Grade One, Grade Two, Grade Three) removes the expectation that there is a pre-determined body of content which must be learned or mastered by students in a specified block of time (e.g., September to June). **Learning should always begin from where the student is, and move forward as the student is able.**

Using the goals of the Primary Program, the teacher's evaluation of the child's level of development will be based on both the behaviour demonstrated by the child and the Learning Descriptors.

The vast majority of children will attend for a half day in their beginning year of the program. Children will progress at their own pace, while teachers will adjust the learning environment to accommodate the needs of the learner.

While most students will spend ten or more months with the same teacher, movement throughout the primary years will be determined at the school level, with consideration being given to the child's needs, local priorities, and the capabilities of the school.

A few students may spend less time in the Primary Program, while others may require more time for growth. For most children, the transition from the Primary Program will occur after four years.

Integration

The Primary Program reflects the integrated nature of learning. Experiences should be provided which encourage children to make connections between existing and new knowledge, and across the content areas of the curriculum.

Learners construct meaning based upon prior knowledge and experience. Learning occurs as new information is integrated with previously acquired knowledge. Teachers provide for the assimilation of this new learning by helping children link the content of the curriculum to their own experiences.

Notes for Response

The integration of curriculum content allows children to experience learning as a meaningful whole. Through an integrated approach, **the content becomes the vehicle** which enables children to develop the ability to think critically and creatively, to solve problems, and to represent knowledge in a variety of ways.

Assessment

Assessment is the systematic process of gathering evidence of what the child can do. Assessment techniques should mirror the actual learning experiences in the classroom, and should be carried out in as unobtrusive a manner as possible. Children should see the assessment activities as another learning experience and teachers should view them as an integral part of instruction. Developmentally appropriate methods, such as observation, conferencing, and examining multiple samples of the children's work, provide the evidence on which judgements are based.

Evaluation

Evaluation is the ongoing process of making judgments and decisions based on the interpretation of evidence gathered through assessment. The purposes of evaluation are to **make informed instructional decisions** and to provide a **basis for reporting progress** to the child, to the parents, and to school personnel.

Evaluation must be consistent with the goals of the Primary Program and with the content of the curriculum. The teacher's evaluation of the child's level of development will be based on both the Learning Descriptors for the goals of the Primary Program and the behaviour demonstrated by the child. Learning Descriptors describe a child's learning in developmental terms reflecting the range of growth throughout the primary years. Evaluation should assist the teacher in adjusting instruction to enhance and extend learning.

Curriculum

1. The thirteen-year curriculum will be focused on the learner.
2. The provincial curriculum will be organized according to four strands: Humanities, Sciences, Fine Arts, and Practical Arts.
3. The provincial curriculum will include a Common Curriculum which incorporates elements of all four curriculum strands.
4. The provincial curriculum for the Primary and Intermediate Program, including the Common Curriculum component, will require no more than 80% of available instructional time.
5. The provincial curriculum will emphasize intended learning outcomes rather than learning activities.
6. Alternative pathways to complete the Common Curriculum will be available within the Intermediate Program, but streaming is not appropriate.
7. Alternative pathways to graduation will be available within the Graduation Program.
8. The principle of gender equity will be reinforced throughout the provincial curriculum.
9. The provincial curriculum will encourage awareness and respect for the similarities and differences among the cultures which comprise British Columbian, Canadian, and other societies.
10. Awareness and respect for First Nations history and cultures will be encouraged through the curriculum.
11. English as a Second Language programs will be strengthened.
12. The provincial curriculum will be adaptable for students with special needs.

Assessment and Evaluation

1. Criterion-referenced assessment and evaluation of student performance should be encouraged.
2. A variety of assessment methods can, and should, be used.
3. Assessment should be done regularly and frequently.
4. Certification of learner achievement should be based on the broadest possible assessment base.
5. Information about student learning will be collected regularly and used to improve provincial curriculum.

Reporting

1. Reporting to students and parents should be done regularly and frequently.
2. Reporting to students and parents should be based on a learner profile system.
3. As much as is possible, reporting procedures should be consistent throughout a school, between schools in a district, and between school districts.

A Curriculum/Assessment Framework Model

The purpose of the model is to provide a basis for designing curriculum and assessment techniques that are learner-focused. The model shows the interrelationship between the Goals of Education, the four curriculum strands, and the learning dimensions of knowledge, skills and attitudes.

Learning dimensions are the directions in which individuals grow intellectually, socially, emotionally, etc. "Signpost" indicators of learning progress can be identified along the dimensions, and intended learning outcomes specified.

It is also possible to define the "profile" of an individual learner as the currently available evidence of growth in learning along each dimension.

Programs

The Primary Program

The Primary Program constitutes the first four years of school (P1 - P4). Major features of the Primary Program are:

- non-graded structure
- subjects and curriculum strands are integrated within the Common Curriculum
- 20% of instructional time is available for local programming
- continuous progress for learners
- the learner's profile and portfolio of student work are the basis for reporting (letter grades are not appropriate for reporting progress in the Primary Program)

Timeline

Fall, 1989	New Primary Program curriculum distributed for review and comment
Fall, 1990	New Primary curriculum and assessment materials available for optional use
Fall, 1991	Required use of new curriculum

The Intermediate Program

The Intermediate Program constitutes the seven years of schools (I1 - I7) following the four-year Primary Program. Major features of the Intermediate Program are:

- Common Curriculum structured according to the four curriculum strands, with many subjects integrated within strands
- Common Curriculum for Intermediate Years 5-7 organized into core, enrichment, and assistance units
- French as a Second Language programs mandated for all seven years of the Intermediate Program
- 20% of instruction time is available for local programming
- continuous progress for learners
- the learner's profile and portfolio of student work are the basis for reporting (letter grades may be used to report progress in the Intermediate Program)

Timeline

Fall, 1990	New Intermediate Program curriculum and assessment materials available for review and comment
Fall, 1991	New materials available for optional use
Fall, 1992	Required use of materials for first three years of seven-year Intermediate Program
Fall, 1993	Required use of all Intermediate Program materials

The Graduation Program

The Graduation Program constitutes the last two years of school (G1 - G2). Major features of the Graduation Program are:

- no prerequisites for entry to the Graduation Program
- three broad program options (Career Programs, College/University Preparation Program, Exploration Program)
- unit structure for curriculum: completion of each unit earns one credit
- all students take Common Curriculum, including Humanities, Science, Fine Arts, and Practical Arts
- Common Curriculum represents 20 of the minimum fifty-two credits needed for graduation
- all students participate in work experience
- Common Curriculum is provincially examinable or subject to provincial standards of assessment

Timeline

Fall, 1990	Begin partial implementation of new program and examination guidelines, and new graduation requirements
Fall, 1993	New programs and requirements fully in place

See the *Year 2000* Draft Document for a more detailed discussion.

Background

The framework proposed in this paper is based on the Mandate and Policy Directions for the school system announced by the Minister of Education in January, 1989. These documents reflect the government's commitment to implementing the great majority of the recommendations of the Sullivan Royal Commission on Education released in August, 1988.

The Mandate presents a Mission Statement, a set of Goals for Education, and a description of the "educated citizen".

Mission Statement

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Goals of Education

The prime goal of Public Schools, supported by the Family and Community, is **intellectual development.**

Goals that are shared among Schools, the Family, and the Community are **human and social development, and career development.**

Educated Citizen

The educated citizen is one who is:

- **thoughtful, able to learn and to think critically and who can communicate information from a broad knowledge base**
- **creative, flexible, self-motivated and who has a positive self image**
- **capable of making independent decisions**
- **skilled and who can contribute to society generally, including the world of work**
- **productive, who gains satisfaction through achievement and who strives for physical well being**
- **cooperative, principled and respectful of others regardless of differences**
- **aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world**

Principles

The Curriculum/Assessment Framework and the new Primary, Intermediate, and Graduation Programs are based on a set of principles.

Learning and the Learner

1. Learning requires the active participation of the learner.
2. People learn in a variety of ways and at different rates.
3. Learning is both an individual and a social process.

Descriptors of Speaking Development

(Descriptive Categories) **(increasing repertoire)**

EARLY PRIMARY	LATER PRIMARY
The child • is able to use most of the phonemes in our sound system, with the exception of some of the sounds that are closely related; • uses language to maintain self, to direct, to report, to imagine, to reason, to predict, to project; • shows rapid growth in language usage and structure; • shows great range in language skill (e.g., expression, speed, volume, clarity of speech); • uses subjective language (meaning is clear to child but not always to listener); • needs a listener yet does not consider listener's needs (egocentric); is moving towards being aware of listener's needs; • is acquiring his or her own grammar (uses rules to generate great variety of sentences); • manipulates language and experiments with words; • is moving from experimenting with word order and negative forms (e.g., "Why I can't go?") to using more conventional forms; • ignores passive form and focuses on word order and negative forms (e.g., many kindergarten children choose a picture of a cat chasing a dog to illustrate the statement "The cat is chased by the dog"); • asks many fact-finding questions leading to more how and why questions about his or her own physical world; • seeks rules and overgeneralizes the use of rules for tenses and plurals (e.g., "I does it", "mouses"); • uses, but tends to confuse, abstract terms (e.g., ask/tell, more/less, older/younger, as in "I'm going to tell my teacher if I can go"); • shows some use of compound words; • retains some "baby talk" (e.g., "doggie"); • attempts to understand relationships (e.g., space, time); • is moving toward narrating a story with suspense and expression and shows an increasing ability to retell stories.	**The child** • refines the development of previous skills and expands his or her repertoire; • uses language to maintain self, to direct, to report, to imagine, to reason, to predict, to project, to hypothesize; • uses more objective language (meaning clear and specific); • uses more complex sentence structures, more conjunctions, prepositions and connectives (e.g., when, if, because, since, probably, maybe); • uses language more often to hypothesize and to express doubts (arguing forces child to be more specific); • uses questions to seek causal explanation; • needs to talk about ideas; • strives for mutual understanding; • wants listener's close attention; • is interested in other ways to communicate (e.g., sign language, secret codes).

READING DEVELOPMENT

(increasing repertoire)

PRIMARY

FLUENT	CONSOLIDATED
The child: • knows to focus on details of print only when meaning is lost. • understands that taking risks and making approximations are an essential part of reading. • knows how to use books to get information. • knows how to use the library.	**The child:** • is aware of a variety of genres and can identify elements. • understands that authors and illustrators have individual voices and styles. • relates aspects of literature to personal experience in thoughtful ways.
• begins to set own purposes for reading; • reads books for interest, by favourite authors. • interacts with text by demonstrating preferences, emotional responses. • prefers silent reading; • builds up pace; • uses expression, punctuation. • copes with less predictable texts; • copes with more characters, scene changes and episodes; • copes with greater variety of genres and topics.	• reads for a variety of purposes; • reflects on areas of personal interest; • is "hooked" on books. • prefers silent reading (speed improves); • adjusts rate; • reads a wide range of materials;
• uses all the cueing systems; • uses increasing knowledge of letter clusters, affixes, roots and compound words to confirm predictions; • uses strategies of sampling, predicting, confirming and self-correcting quickly, confidently and independently; • confirms by cross-checking to known items; • makes meaningful miscues.	• makes active predictions; • self corrects when miscues disrupt meaning; • comprehends at different levels (literal, interpretive, critical); • interprets figurative language; • makes thoughtful and discriminating personal responses to a range of literary texts; • gathers information and ideas from a wide range of text and makes appropriate notes for study purposes.
• has a reservoir of sight words for reading.	• has greatly enlarged vocabulary.

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DESCRIPTORS OF

(Descriptive Categories)

	EARLY PRIMARY		LATER
	PRE-CONVENTIONAL	EMERGENT	EARLY
Understandings	The child: • knows writing is something adults do. • knows books contain stories. • thinks that the pictures tell the story, pictures rather than text govern reading attempts. • knows that books are sources of information and enjoyment; • enjoys being read to; • may think he or she can read.	The child: • knows language can be recorded and revisited. • knows how stories and books work. • thinks about what may happen and uses this to unfold the story. • understands that the text, as well as the illustrations, carry the story. • recognizes book language and sometimes uses this in speech, retellings, writing, or play. • understands the importance of background knowledge and uses this to get meaning. • knows the rewards of reading and rereading. • experiences success which drives the child on to further reading. • is aware of some print conventions, especially those relevant to directionality, capital letters, and periods.	The child: • shows increasing knowledge of print conventions. • associates sounds with letter clusters as well as individual letters. • accepts miscues as part of striving to get meaning. • understands the importance of self-improving system in developing oneself as a reader. • understands how real and imaginary experiences influence the meaning gained from books. • increases sight vocabulary rapidly. • understands how much attention needs to be given to text to confirm predictions.
Behaviours	• plays with books, paper, pencils; • plays at reading: -cloth books, -board books, -picture books.	• "role plays" self as reader relying on memory (rote reads) • explores new books • chooses to read independently at times; • returns to favourite books; • has an expectation of success in learning tc read. • can read familiar Pattern books.	• chooses to read more frequently. • reads aloud slowly and hesitantly; • repeats words/phrases; • can read predictable literature.
Processing → Constructing Meaning (Comprehension)	• reads pictures rather than print, attempts are picture-governed, moving from labelling and commenting to story-telling; • knows that books have a front and back.	• begins print—governed attempts; • interprets pictures; • uses pictures to predict text; • focuses word by word in sequence—finger, voice and text match; • reruns to regain meaning; • finger points to locate specific words; • develops a memory for text; • retells a known story in sequence;	• knows that print has a fixed meaning; • knows that print flows from left to right; • makes greater use of context for predictions; • makes more accurate predictions; • uses pictures for checking rather than prediction; • decreases prediction when struggling with phonics; • reads on as well as reruns to regain meaning; • can tell a sequence of events.
Vocabulary	• approximates some environmental print such as signs and labels in context.	• recognizes some environmental print such as signs and labels; • recognizes own name; • identifies some words; • uses some letter-sound relationships.	• has a basic sight vocabulary of functional and personal words; • is stopped by hard words; • knows the relationship between the commonest sounds and letters.

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Descriptors of Listening Development

(Descriptive Categories) **(Increasing repertoire)**

EARLY PRIMARY	LATER PRIMARY
The child • is moving from understanding simple instructions to listening to and receiving new ideas and following directions; • is moving from listening for general rather than specific detail to listening for more detail for longer periods of time; • may have listening vocabulary of over 20,000 words by age seven; • is learning to listen to ideas of others in conversations and discussions; • may begin to pinpoint his or her own source of confusion and ask about word meanings; • is learning to recognize purposes for listening; • is learning to appreciate and compare prose, poetry, rhymes, music, etc.; • is becoming more able to listen effectively to a variety of media (radio, records, films, tapes, T.V.).	The child • refines the development of previous skills and expands his or her repertoire; • is learning to listen to ensure mutual understanding and to sustain conversation; • is becoming more sensitive to detail in content and in sounds within words; • is learning to listen critically (e.g., for main idea, sequence); • is learning to compare and find relationships in stories, poems and conversations; • is becoming more able to listen to other points of view.

Descriptors of Writing Development

(Descriptive Categories) **(Increasing Repertoire)**

Early Primary			Later Primary	
PRE-CONVENTIONAL	**EMERGENT**	**EARLY**	**FLUENT**	**CONSOLIDATED**
The child: • takes risks playing with letter or letter-like forms • makes string of marks: - letter-like forms - letters • uses letters of letter-like forms to depict meaning • practices alphabet or letters • knows some words such as own name, Mom, Dad • places words and letters in random order • is aware of conventional print • may not intend to convey message • combines drawing and writing • tries out basic elements of print symbols • may show linearity and directionality • may utilize specific number of characters • demonstrates no sound/symbol correspondence	**The child** • uses initial consonants and/or other consonants in words • may omit vowels • use no spacing or non-conventional segmentation such as dots between words • shows some sense of conventional direction left-right, top-bottom) • makes letters similar to conventional • uses letter name as a sound cue • may use one letter to represent a whole word • may use on letter to represent each syllable • may translate independently e.g., JBNBO = Jack be nimble JBKOK = Jack be quick MGBKMTDA = My granpa came today	**The child:** • uses each letter to correspond to a sound value smaller than a syllable • attempts to represent most consonant sounds • uses conventional spacing between known words • spells an increasing number of words conventionally • can write 3 or more sentences that make sense • writes in journal in regular basis on personal topics • is developing sense of beginning, middle, end • writes stories with one character • is aware of more forms of writing (e.g., labels, stories, letters, notes) • sequences ideas logically, is able to read own writing • shows evidence of awareness of use of upper and lower case letters • usually translates independently e.g., IT STRTD TO THDR = It started to thunder WE WENT TO THE HOSPTL = We went to the hospital.	**The child:** • consistently writes stories that are a full page or more • writes stories that make sense • writes stories with 2 or more characters • sequences ideas logically • uses classroom aids to assist or check spelling • uses varied sentence lengths • writes some sentences containing more than one thought • is aware of the use of capital letters and periods • has internalized some of the conventions of adult writing • is aware of various forms of writing (e.g., poems, lists, stories, reports, letters, newspapers, etc.) e.g., My brother spit tothpaste on me.	**The child:** • writes text that is easily understood • writes fluently: ideas flow fluently, language is not restricted or stilted • continually refines skills • writes confidently • writes for enjoyment • writes to think and create ideas • writes to communicate purposefully with others

CURRICULUM RESOURCES

ASSESSMENT AND EVALUATION RESOURCES

SUPPORT MATERIALS

The final draft of the Primary Program will be cross-referenced between sections as well as with other Curriculum materials.

APPENDIX G

EXTENDED SCHOOL YEAR INFORMATION

FAR
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POLICY
BRIEFS

1989

NUMBER TEN

Year-Round Education Through Multitrack Schools

Ruben A. Carriedo and Paul D. Goren

Introduction

Year-round education has the potential to expand the scope of traditional schooling. By conceiving education as a year-round process, this form of scheduling replaces the traditional agrarian-based September to June calendar with one that is more consistent with today's world.

As early as 1904, American educators instituted year-round education on a limited basis. The year-round concept served as an innovative option for organizing the curriculum and calendar, and as a solution to overcrowding. Today's educators are likely to examine this option for the second reason — particularly in the West where enrollment is growing most rapidly.

This *Policy Brief* examines the concept of year-round education in a national context and describes how it works. Our primary focus is on the pertinent issues and implications for state and local policymakers who may be considering multitrack, year-round education to relieve school overcrowding or to accommodate projected enrollment growth. In addition, a model for a multitrack year-round school program is offered, outlining strategic planning, policy development, and implementation phases.

Far West Laboratory for Educational Research and Development serves the four-state region of Arizona, California, Nevada, and Utah, working with educators at all levels to plan and carry out school improvements. Part of our mission is to help state department staff, district superintendents, school principals, and classroom teachers keep abreast of the best current thinking and practice.

National Context

Today, the year-round calendar is used in 494 public schools in 16 states. It serves more than 428,000 elementary and secondary students in 95 different public school districts. More than 90 percent of these schools are found in the West and Southwest. California alone has 78 percent of all year-round schools in the country followed by Utah and Nevada with eight and four percent respectively. Ninety percent of all schools on the year-round calendar are elementary, serving students in kindergarten through grade six. Middle-level schools and high schools each account for five percent of all year-round schools.

Among year-round schools, size varies greatly. Nationally, the enrollments of 441 elementary schools on year-round schedules range from a minimum of 150 students to upwards of almost 2500. Of the 25 middle and junior high schools on year-round schedules, most fall within a range of 800-1200. The exception is the Los Angeles Unified School District where year-round middle-junior high schools average nearly 3000 students each.

Nationwide, only 25 comprehensive high schools are year-round. Of those, 19 are small, with enrollments ranging from 44 to less than 500. Two high schools have between 500 and 1500 students. The remaining four, all within Los Angeles Unified, average nearly 4000 students each. Three continuation high schools also operate year-round.

Definition

The year-round schedule replaces the traditional summer vacation period with shorter vacations dispersed throughout the year. Schools that implement year-round calendars do so in two forms — *singletrack* and *multitrack*. In singletrack schools, all teachers and students have the same academic and vacation schedule throughout the year. Districts use singletrack year-round schools because they believe learning can be more effective if it is not interrupted by a lengthy, two-and-a-half-month summer break. The singletrack schedule does not reduce school size, nor does it allow a school to accommodate more students, since students enrolled are always in attendance at the same time.

A multitrack, year-round school divides students and teachers into different groups or *tracks* of approximately the same size. Each track is assigned a different academic and vacation schedule. In all multitrack formats, one track is on vacation while the other tracks are in attendance. The tracks that are in session at the same time are independent of each other and operate as self-contained schools-within-schools, offering instruction in all or most grade levels. The most common multitrack formats are the three- and

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four-track systems. Students and teachers in a three-track system typically attend school for 90 consecutive weekdays followed by a twenty- to thirty-day vacation. Four-track programs provide 45 consecutive weekdays of instruction followed by a 15 day break — and thus are known as the *"45-15"* system.

Multitrack, year-round schools are most often implemented to relieve overcrowding. They allow a school to house more students than would be possible on the traditional calendar. For example, imagine a community with 1000 elementary students and a school that can only house 750. Since a four-track, year-round school has three tracks in attendance (with 250 children per track) and one track on vacation (with 250 students) at all times, this multitrack, year-round school serves 750 children at any given time while the other 250 students are on vacation.

In some cases, the multitrack schedule is used to reduce the number of students on campus. If an elementary school with an enrollment of 1000 students institutes a four-track, year-round calender, the number of students on campus will be reduced by 250. Since only three tracks are in session at any given time and each track in a four-track, year-round school with an enrollment of 1000 serves 250 students, the on-campus enrollment will be 750 rather than 1000.

The following scenarios are presented as examples of singletrack and multitrack schools. All three of these schools provide the same number of instructional days as traditional calender schools. The schedule in the secondary school scenario requires a few *"overlap days"* — days when all the tracks are in session at the same time. It is mathematically impossible to schedule 180 days of instruction for the three tracks on the year-round format without overlap days.

Washington Elementary: A Singletrack, Year-Round School.

Washington Elementary is a K-6 school with 400 students. It is located in an outlying area of a large urban school district in a middle class "bedroom" community. Washington parents, after a year of deliberation, decided that they preferred the singletrack schedule. They believed it would reduce learning loss by decreasing the time their children spent out of the classroom during the traditional long summer vacation. They also believed that the singletrack system would provide more vacation options throughout the school year. Washington's singletrack program addresses educational program needs. School size or overcrowding never entered into the discussion. All of Washington's students and teachers are in session 45 consecutive days followed by 15 days vacation. After an initial year of ironing out implementation problems, including the coordination of community services, Washington's parents and school staff continue to support the singletrack concept.

Lincoln Elementary: A Multitrack, Year-Round School that Has Increased Its Capacity.

Lincoln Elementary is a four-track, year-round school near the downtown area of a Western city. Its enrollment of 1200 is 55 percent Black, 30 percent Hispanic, and 15 percent Indochinese. Lincoln is housed in an older building originally built for 500 students. With the addition of fourteen portable classrooms, the school has sufficient facilities to house 900 students. However, by operating year-round and changing to a four-track system with 300 students on each track, the school solved its facility crisis. By staggering the instructional and vacation schedules for each of the four tracks so that three tracks are in session and the fourth is on vacation, Lincoln serves 900 students on campus at any given time while serving a total of 1200 students overall. The four-track system at Lincoln has increased the school's capacity by 33 percent.

Apollo Junior High School: A Multitrack, Year-Round School Implementing a Secondary Curriculum

Apollo Junior High is located in a growth area near the center of a large Western city. The school, built in the early 1950s, has a capacity for 2000 students in permanent and portable buildings. Apollo is in a working class community of single family homes adjacent to a large industrial area. There is no available space in the area to expand the school facility. The junior high enrolls 2950 students in grades 7-9 on a three-track, year-round schedule. The two surrounding junior highs in the district are similar in size and experiencing the same growth and facility problems. All three junior highs feed into the comprehensive, 10-12 high school of 4500 students. Most of the surrounding elementary schools are on a year-round schedule. The district placed all of these schools on similar calendars so that families could coordinate their schedules.

Apollo offers the regular, comprehensive junior high curriculum and divides its student body into three independent groups: tracks A, B and C. Each track enrolls between 970 and 1000 students. The three-track system at Apollo ensures that only two tracks are on campus at any time, with a maximum of 2000 students in attendance. All major required academic subjects in English, mathematics, science, social studies, and physical education are offered on every track. Basic courses in elective programs such as industrial arts, music, art, and home economics are also offered on all tracks. Advanced courses in some academic and elective areas such as foreign language and instrumental music are only offered on some tracks. These situations require special scheduling for faculty and students. In some instances, students may "track-hop" — take courses or electives on more than one track.

Traditional extracurricular activities such as student government and athletics are offered throughout the year.

Multitrack, Year-Round School: Issues and Implications

Multitrack year-round education represents a significant effort for most school communities. Students, teachers, administrators, parents, central office staff, and community agencies, are all affected by a change in the traditional school calendar. Policymakers and planners must involve all of these individuals and institutions in deciding whether to implement a multitrack year-round school.

Identifying Facility Needs. The school community must be convinced that there is a compelling need to change the traditional school year. Enrollment growth, housing projections, school capacities, and availability of public funds for new school construction serve as baseline information for establishing need.

A school district facing enrollment growth with limited facilities and financial resources must identify and discuss all possible ways to meet its need. Most school communities view the construction of new schools as the optimum solution to growth. However, most school districts have limited resources for new school construction.

A number of alternatives can increase the capacity of an existing school building. Multitrack, year-round education is one. Other less desirable options include double session schools, using non-classroom space such as hallways or auditoriums, morning and afternoon rather than full-day kindergarten, and busing to underutilized schools outside the neighborhood. A school district faced with limited resources and facility constraints will likely put forth a combination of strategies. These may include new school construction complemented by multitrack, year-round schools and other options.

Relief for Overcrowding: The Primary Advantage. In the multitrack school, classrooms, cafeterias, hallways, playgrounds, libraries, and the campus in general are less crowded and easier to supervise. According to school staff, that means a better environment for learning. The year-round schedule may also make support facilities such as computer labs more accessible to students as well as reduce the need to reteach material after a long vacation.

Efficient Use of Public Facilities. Year-round schools are attractive to citizens who support efficient use of public facilities. Buildings are not dormant for three summer months; students and community members can use them continuously.

Quality of Educational Program. Communities should not adopt multitrack year-round education unless quality comparable to a traditional program is assured. Implementation must include adequate resources to provide that quality.

Cost Factors. For policymakers, the most difficult problem is determining what combination of projects, with short- and long-term costs, are an efficient use of limited school district resources. A multitrack school year extends the work year for support personnel such as nurses, bus drivers, counselors, curriculum specialists, administrators, and clerical staff. Additional resources are required for these extensions and should be viewed as short-term operating costs essential to the school's educational program.

Transportation costs may also increase significantly. For example, multitrack systems — with their individual academic and vacation schedules — result in more bus routes, the extension of the drivers' work year, and increased vehicle maintenance. There may also be one-time costs to develop new payroll and pupil accounting systems.

The recurring short-term costs for multitrack year-round schools over time may approach the sum required to build a new school. However, when the accumulated capital for a school construction program does not exist, students must still be housed and educated.

Achievement in Year-Round Schools. Although studies generally indicate no achievement loss in year-round schools, district planners need to be aware that research findings are mixed and inconclusive. Implementation of a multitrack, year-round school should include a systematic assessment of student achievement patterns.

Equity. The multitrack, year-round schedule raises a number of critical equity issues, particularly when only some schools within a district are required to implement it. Planners and policymakers must address such questions as "at which schools?" "in what parts of the district?" "serving what type of students?" and "in schools with what types of academic needs?" They may determine that the schedule places an undue burden on a particular student population. Ultimately, the multitrack schedule must withstand a critical assessment ensuring that the educational program and access to it are comparable to or better than what traditional scheduling offers.

Classroom Displacement. The multitrack schedule may require teachers and students to move from one classroom to another as many as four times in one school year. These moves require packing and unpacking of instructional materials as well as decorating and redecorating. Although moving from classroom to classroom is common in traditional secondary schools, it is almost never used in traditional elementary schools. Some schools respond to this by designating "flex teachers." The flex teacher occupies the room of a teacher and class on vacation and vacates that room when the teacher and class return.

State Policy on Year-Round Education. Most public officials, including the nation's governors and state legislators, like multitrack, year-round education because it efficiently uses school facilities. For instance, the allocation of funds from the California state school construction program requires districts to consider multitrack scheduling as a partial solution to their overall school facility needs. The state also provides incentive funding on a per pupil basis over and above its standard allocation for those districts that implement multitrack, year-round schools. School planners must develop solutions to their school facility needs with knowledge and understanding of their own state's attitudes towards year-round education.

Building Maintenance. Multitrack, year-round schools require keeping school buildings open throughout the year. Greater facility use results in increased wear and tear and a tired physical appearance.

As a result, traditional "summer cleaning" that occurs in most schools must be rethought under multitrack schedules. Major maintenance such as painting or replacing a roof may have to be completed while students are in the building and classes are in session. Costly night and large-team cleaning crews may replace the lone custodian. School planners should examine institutions such as hospitals and factories to identify and develop models for continuous operation maintenance.

Year-Round Formats and Secondary School Compatibility. Because secondary schools are closely tied to semester credits and the related organization of the curriculum, there are few multitrack systems that perfectly fit the traditional secondary school format. Each track in a multitrack secondary school must provide students with as much of the comprehensive master schedule of classes as is possible.

All schools, though, typically offer a small number of classes that are only scheduled once or twice in a master schedule. These "singleton" or "doubleton" classes — such as 5th year French or Advanced Placement art studio — create unique scheduling considerations in a multitrack format. Once these courses are scheduled on a track, the scheduling of students who desire these classes must be flexible to enable them to attend even when they are on vacation.

Support Services. A year-round schedule makes it hard for secretaries and clerks to take vacations. Many principals report that they find it difficult to take more than a few days vacation when they first implement the new schedule. Since the multitrack, year-round school never has "down time," the work necessary to keep it in operation never decreases. Activities involving all school staff such as faculty meetings and professional development workshops are extremely difficult to schedule. At any given time at least one group of teachers is "offtrack" and on vacation. This forces all activities involving teachers to be scheduled more than once.

Continuous Learning. The multitrack schedule lends itself to a cycle of continuous learning. This may benefit students who do not travel or participate in recreational activities outside their neighborhood. The schedule may also erase the problem of summer boredom. Some year-round schools offer programs during the vacation periods called "intersession." These activities can include remedial and enrichment offerings, as well as recreational programs — depending on availability of space and resources. Because intersession periods are short — typically 10 to 15 days — curricula traditionally used for summer school activities will require modification.

Vacation Changes. Multitrack, year-round schools create a different type of vacation structure for the family. Long summer visits in another state or an extended summer camp may be precluded. Students can, however, enjoy a full holiday in November, visit Washington, D.C. in April, and go to a three-week sports camp in July without disrupting their educational program.

Family/Childcare Issues. Most families want all of their children on the same schedule. To the extent possible, track assignments should reflect family preference and program needs of individual children. Childcare is an important issue for today's family. A change in the traditional school year will likely result in working parents having to make different childcare arrangements. Districts must take the initiative to ensure that available childcare services are coordinated with the year-round school calendar.

Other Community Services. Recreational and youth services such as organized youth athletics must be made available when students have vacation periods. Districts need to work closely with provider agencies to develop compatible schedules.

How to Plan a Multitrack, Year-Round School Program

Defining the Problem. The first step is to compile and analyze pertinent financial, demographic, educational program, and facility standards data.

1. *Financial Resources*. District planners must identify all local, state, and federal sources of potential income for the housing and instruction of students. This is critical in establishing realistic parameters for future district planning.

2. *Demographics*. How many students will there be and in what part of the district will enrollment growth or decline occur? What is the composition of the projected student body with respect to race/ethnicity and special needs — including language, gifted, and Special Education?

3. *Educational Programs*. Instructional support services and extra curricular offerings should be studied. The district should identify current and projected course and program offerings based on demographic trends, financial resources, and state an federal mandates.

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4. *Facility Standards*. This component should identify facility standards such as optimum school size, acceptable alternative uses of school space, and core facility and playground standards. The establishment of standards will enable a district to identify its current and future facility needs and alternatives to address overcrowded conditions.

Making the Decision. Once a district has compiled and analyzed the pertinent information, a systematic decision-making process should be established. The process should include a comprehensive policy analysis which carefully considers the advantages and disadvantages of year-round schools. The decision should address such issues as quality, efficiency, equity, and impact on students, schools, staff, and community.

The manner in which the decision is made can take different forms. In some areas, the decision may be district-mandated. In others, school staff may make the decision. Many districts allow parents and community members to decide. And in still other districts, there may be a combination of central office and school staff, parents, and other community members actively involved. The decision process should be systematic and clearly understood by all who may be affected.

Implementing the Decision. General guidelines for making the transition from traditional to multitrack, year-round scheduling must be developed. Guidelines should address such issues as additional resources, implementation handbooks, and the assignment of students and teachers to specific tracks. In districts where the implementation of year-round schools has been successful, school and district staff have had between six months and a year of planning time.

After the new schedule is adopted, there is a need for district and school staff to monitor the impact of the new scheduling format. For example, the workload for clerical support in a multitrack, year-round school may increase and require a redistribution of available resources. On-going monitoring and evaluation will facilitate such adjustments.

Significant Planning Issues. Several other complex issues may vary from district to district. For example, districts with voluntary or court-mandated integration programs will need to decide whether the multitrack schedule will have a positive, negative, or neutral effect on integration. It is especially important to determine whether one group of students is more affected than another. And because most integration programs require transportation, changes in transportation services and costs must be examined.

An important part of a district's decision process is asking not just how many but what type of schools should adopt a multitrack schedule. The majority of multitrack, year-round schools are elementary-level. The organization of the elementary curriculum lends itself more easily to the schedule than the secondary structure does. Only a handful of districts have used the format at secondary schools where implementation must address not just curriculum but extracurricular activities. Districts must also coordinate schedules across school levels for families with children in more than one school.

Conclusion

In the transition from the traditional to the multitrack calender, school districts will need to develop a new set of values and beliefs as well as operating practices that support schools year-round. District policy and practice will need to address the fact that schools are in operation for twelve months. All support services need to be provided on a year-round basis. In no instance should a year-round school be denied service because the district has not adjusted its organization.

The majority of multitrack, year-round schools are elementary. Implementation at the secondary level is more difficult. Not only must a more complex curricular organization be addressed but also extracurricular activities — especially athletic teams and performing groups — must be carefully considered.

Multitrack, year-round schedules will affect students, parents, teachers, administrators, community members, and institutions. Everyone will be required to change to some extent. Conflict is likely. Board members, superintendents, principals, and teachers will probably receive political pressure to maintain the status quo. Districts will need to establish an open examination of pertinent issues such as limited classroom availability, overcrowded schools, and limited financial resources.

Although the jury is still out concerning the effectiveness of year-round schools, policymakers cannot afford to depend only on new school construction to handle enrollment growth. The concept of a multitrack year-round school offers a promising alternative solution to this problem.

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Paul D. Goren is currently on leave from San Diego Unified's Planning Department pursuing his doctorate at the Stanford University School of Education. Carriedo and Goren planned the implementation of multitrack year-round schools in the San Diego schools.

RESOURCES

Modified School Calendar - Florida:

R.S. (Skip) Archibald, Superintendent
Marion County Schools
512 S.E. Third Street
Ocala, FL 32678-0670
(904) 732-8041

Brian Curry
Policy Analyst
Office of Policy Research & Improvement
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399
(904) 488-1611

Diane Locker, Program Consultant
Year-Round Education
434 North Tampa Avenue
Post Office Box 271
Orlando, FL 32802
(407) 422-3200 Ext. 338

Judy Long, Program Consultant
Modified Calendar
Marion County School System
Post Office Box 670
Ocala, FL 32678
(904) 732-8041

Chris Mendola, Principal
Wyomina Park Elementary School
511 Northeast 12th Avenue
Ocala, FL 32670
(904) 622-5147

Modified School Calendar - National:

Larry Horyna, Coordinator
Project Assistance Services Section
Utah State Office of Education
Salt Lake City, UT 84111
(801) 538-7824

Modified School Calendar- National continued:

Norman Brekke, Superintendent
Oxnard School District
1031 South 'A' Street
Oxnard, CA 93030
(805) 487-3918

Extended Day - Florida:

Vicki Shaw
Hialeah High School
251 East 47 Street
Hialeah, FL 33014
(305) 995-1497

Mary Abood, Assistant Principal
for Community Education
Loretto Community School
3900 Loretto Road
Jacksonville, FL 32223
(904) 268-5722

Francis G. Wargo, Principal
Hialeah High School
251 East 47 Street
Hialeah, FL 33014
(305) 822-1500

Dual Enrollment - Florida:

Paul Garner, Coordinator
Business and Industry Training
500 Appleyard Drive
Tallahassee, FL 32304
(904) 487-7416

Saturday School - Florida:

Frank Campana
Driftwood Middle School
2751 N.W. 70 Terrace
Hollywood, FL 33024
(305) 985-3100

RESOURCES

Saturday School continued:

Dr. Soloman Stinson, Associate Superintendent
Bureau of School Operations
Dade County Public Schools
1450 Northeast 2nd Avenue
Miami, FL 33132
(305) 995-1433

Glenn Denny, Coordinator
School/Business Partnership
603 Canal Street
Milton, FL 32570
(904) 623-3633

Summer School - Florida:

Jim Carswell, Supervisor
Summer Institute Programs
Broward County Public Schools
1400 Northeast 6th Street
Pompano Beach, FL 33060
(305) 786-7800

Bob Sipes, Supervisor
Educational Planning & Summer School Programs
Dade County Public Schools
1450 Northeast 2nd Avenue
Miami, FL 33132
(305) 995-1433

RESOURCES

Community Education:

David Islitzer, Director
Bureau of Adult & Community Education
Florida Department of Education
325 West Gaines Street, Suite 1244
Tallahassee, FL 32399
(904) 488-8201

Jim Roberts, Director
Community Education
Duval County Public Schools
1701 Prudential Drive
Jacksonville, FL 32207
(904) 390-2118

Madonna Wise
Supervisor of Student Services
Multi-Agency Coordinating Council
Pasco County Schools
7227 U.S. Highway 41
Land O'Lakes, FL 34639
(813) 996-3600

Comprehensive Delivery of Services:

Virginia Bert
Coordinator of Home Economics
Vocational Education
Department of Education
325 West Gaines Street
Tallahassee, FL 32399
(904) 488-4052

Frances Kochan
FSU Developmental Research School
West Call Street
Tallahassee, FL 32306
(904) 644-1025

Comprehensive Delivery of Services Continued:

Meredith McCleary, Supervisor
Adult & Community Education
Broward County Schools
1320 S.W. 4th Street
Ft. Lauderdale, FL 33310
(305) 761-2425

Donna Omer, Supervisor
Project Development
School Board of Alachua County
620 East University Avenue
Gainesville, FL 32601
(904) 336-3606

Doris Rookes
Inverness Middle School
1950 U.S. Highway 41
North Inverness, FL 32650
(904) 726-1471

Donna Sikes
Ed White High School
1700 Old Middleburg Road
Jacksonville, FL 32210
(904) 786-4020

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MATERIALS ON TEACHER INVOLVEMENT IN DECISION-MAKING FOR MORE EFFECTIVE SCHOOLS

- The Florida Experience: Exemplary Programs in Florida
- Synopses of Articles

SOURCE: The office of Policy Research and Improvement (OPRI), Education Resource Center, Florida Department of Education, Teacher Involvement in Decision-Making for More Effective Schools.

THE FLORIDA EXPERIENCE

Exemplary Programs in Broward, Dade, Monroe, Orange, Pinellas and Sumter Counties

- Broward County's Coalition of Essential Schools Project

  Contact Person: Dianne Aucamp, Human Resource Development Director, Broward County Public Schools (305) 765-6335

- Broward County's School-Based Management

  Contact Person: Dianne Aucamp, Human Resource Development Director, Broward County Public Schools (305) 765-6335

- Dade County's School-Based Management/Shared Decision-Making

  Contact Person: Dr. Frank Petruzielo, Associate Superintendent, Bureau of Professionalization Programs and Operations, Dada County Public School, (305) 376-1470

- Monroe County's School-Based Management/Shared Decision-Making

  Contact Person: Glynn Archer, Assistant Superintendent, School Board of Monroe County, (305) 296-6523

- Orange County's Team Approach to Better Schools

  Contact Person: Dr. Donald Shaw, Executive Deputy Superintendent, Orange County Public Schools, (407) 329-1202. Rosa Pickett, Assistant Executive Director, Orange University, (407) 298-0756

- Pinellas County's Teacher Empowerment and Educational Improvement

  Contact Person: Dr. Howard Hinesley, Associate Superintendent, Pinellas County Public Schools (813) 462-9698 Courtney Vanderstack, Associate Executive Director, Pinellas Classroom Teachers, Association (813) 585-6518

- Sumter County's Mastery in Learning Project

  Contact Person: Jeff Wright, Chairman of Mastery in Learning Steering Committee, (904) 748-1510

TEACHER INVOLVEMENT IN DECISION-MAKING FOR MORE EFFECTIVE SCHOOLS

Synopses of Articles

American Association of School Administrators. (1988). Sharing decision-making. In Challenges for School Leaders. Arlington, Va.: Author.

Describes the benefits of shared decision-making for principals, superintendents and students, as well as teachers.

Lieberman, Ann. (1988, May). Teachers and principals: Turf, tension and new tasks. Phi Delta Kappan, 69, pp. 648-653.

Argues for the increased involvement of teachers in leadership roles within schools. Discusses how principals can create more effective schools by encouraging teacher participation in decision-making.

Task Force on Teaching as a Profession, Carnegie Forum on Education and the Economy. (1986, May). A nation prepared: Teachers for the 21st century, pp. 25-28.

Advocates the professionalization of teaching and describes the concept of the "lead teacher".

Tucker, Marc and Mandel, David. (1986, September). The Carnegie Report - A call for redesigning the schools. Phi Delta Kappan, pp. 24-27.

Outlines the major thrusts of the Carnegie Report entitled A Nation Prepared: Teachers for the 21st Century. Examines how the role of the teacher would change if teaching were "professionalized".

National Association of Secondary School Principals/ National Education Association. (1986, August). Ventures in good schooling: A cooperative model for a successful secondary school. Reston, Virginia: Author.

Presents a set of guidelines intended to foster a positive school environment by encouraging and facilitating discussion within schools. Aims to help principals and teachers discover how they can collectively bring about effective schools.

Synopses of Articles (Cont.)

Barth, Roland S. (1988). School: A community of leaders. In Ann Lieberman, (ed.) Building a professional culture in schools. New York: Teachers College Press.

> Discusses the benefits of encouraging leadership among teachers. Provides a set of guidelines for principals interested in creating a "community of leaders" within a school.

Marburger, Carl L. (1985). School based management councils. In One school at a time: School-based management, a process for change. Columbia, MD.: National Committee for Citizens in Education.

> Discusses several fundamental aspects of school-based management councils, such as membership, size, selection process, relationships with the school board and the superintendent, council activities, training and "musts" for meetings.

Rallis, Sharon. (1988, May). Room at the top: Conditions for effective school leadership. Phi Delta Kappan, pp. 643-647.

> Argues that teachers can provide important instructional leadership if given the opportunity. Outlines the conditions necessary to support instructional leadership among teachers.

McPike, Liz. (1987, Spring). Shared decision-making at the school site: Moving toward a professional model. American Educator, pp. 10-17, 46.

> Reports on an interview with Patrick O'Rourke, the president of the Teachers Federation in Hammond, Indiana and the force behind Hammond's innovative School Improvement Process.

Gold, Deborah L. (1988, June 8). Pennsylvania district will test 'shared governance'. Education Week.

> Describes a plan calling for joint teacher-principal decision making to be implemented in the public schools of Easton, Pennsylvania in Fall, 1988.

Synopses of Articles (Cont.)

Olson, Lynn. (1988, May 18). In Santa Fe experiment, teachers find and select their principal. Education Week.

Describes the experience of a New Mexico school where teachers were empowered to select their own principal.

Boyer, Ernest L. (1988, September). Teacher involvement in decisionmaking: A state-by-state profile. New York: Carnegie Foundation for the Advancement of Teaching.

Reports the results of a national survey on the conditions of teaching. Shows number of teachers involved in various levels of school decision making in each state in the U.S..

Olson, Lynn. (1987, December 2). The sky's the limit: Dade ventures self-governance. Education Week.

Describes Dade County's nationally recognized experiment in "school-based management/shared decision-making."

Why should teachers be involved in school decision-making?

The Emerging Consensus

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American Association of School Administrators. (1988). Sharing decision-making. In, Challenges for School Leaders. Arlington, Va.: Author. 3

Describes the benefits of shared decision-making for principals, superintendents and students, as well as teachers.

Lieberman, Ann. (1988, May). Teachers and principals: Turf, tension and new tasks. Phi Delta Kappan, 69, pp. 648-653. 9

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Advocates the professionalization of teaching and describes the concept of the "lead teacher".

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Outlines the major thrusts of the Carnegie Report entitled A Nation Prepared: Teachers for the 21st Century. Examines how the role of the teacher would change if teaching were "professionalized".

Where have teachers become involved in school decision-making?

Examples from around the U.S.

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McPike, Liz. (Spring, 1987). Shared decision-making at the school site: Moving toward a professional model. American Educator, pp. 10-17,46. 75

Reports on an interview with Patrick O'Rourke, the president of the Teachers Federation in Hammond, Indiana and the force behind Hammond's innovative School Improvement Process.

Gold, Deborah L. (1988, June 8). Pennsylvania district will test 'shared governance.'. Education Week. 85

Describes a plan calling for joint teacher-principal decision making to be implemented in the public schools of Easton, Pennsylvania in Fall, 1988.

Olson, Lynn. (1988, May 18). In Santa Fe experiment, teachers find and select their principal. Education Week. 87

Describes the experience of a New Mexico school where teachers were empowered to select their own principal.

Boyer, Ernest L. (1988, September). Teacher involvement in decisionmaking: A state-by-state profile. New York: Carnegie Foundation for the Advancement of Teaching. 89

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Olson, Lynn. (1987, December 2). The sky's the limit: Dade ventures self-governance. Education Week. 103

Describes Dade County's nationally recognized experiment in "school-based management/shared decision-making."

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